DOCUMENT RESUME

ED 389 708 SP 036 385

AUTHOR Bowen, Larry S., Ed.
TITLE The Wizards of Odds: Leadership Journeys of Education Deans.
INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.
REPORT NO ISBN-0-89333-133-3
PUB DATE 95
NOTE 80p.
AVAILABLE FROM AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-1186 ($15 members, $18 nonmembers, $5 shipping and handling).
PUB TYPE Collected Works - General (020) -- Books (010)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrator Attitudes; Administrator Effectiveness; *College Administration; *Deans; Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; *Leadership; Personal Narratives; *Schools of Education; Teacher Education
IDENTIFIERS *Reform Efforts; University of Arizona; University of East Anglia (England); University of Missouri Kansas City

ABSTRACT

This monograph contains reflections by current and former deans of schools of education on their experiences in providing leadership for change, their attempts at reform, their perceived successes and failures, and the lessons they learned. It opens with a preface by Larry S. Bowen describing the conference that led to the monograph, the challenges of reform in the 1980s and 1990s, and the nature of leadership. "From Camelot to Chechnya: The Journey of an Education Dean" (Gary D. Fenstermacher) describes a dean's difficult tenure at the University of Arizona's College of Education from 1985 to 1991. "We're Not in Kansas Anymore: Transforming Conditions & Relationships in an Urban School of Education" (Eugene E. Eubanks) describes Eubanks' work at the University of Missouri-Kansas City during the 1980s. "Storming the Tower of Babel: A British Experience in Ed School Reform" (Hugh Sockett) describes Sockett's experience at the University of East Anglia in Norwich, England, while he was trying to established a new school of education from the merger of several smaller institutions. "What Deans Do: A Reflection on Reflections" (Nancy L. Zimpher) analyzes the three previous pieces. In "The Dean, or the Tiger? An Epilogue" Richard Wisniewski looks toward the future in teacher education. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 389 708

The Wizards of Odds:

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

AACTE
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Leadership Journeys of Education Deans

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Lang

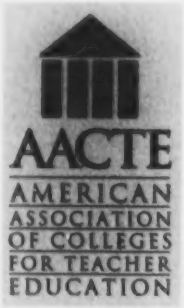
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP036 385

[illegible]
[illegible] S. Bo[illegible]

The Wizards of Odds:
Leadership Journeys of Education Deans

Edited by Larry S. Bowen



One Dupont Circle, Suite 610
Washington, DC 20036-1186
(202) 293-2450
FAX (202) 457-8095

The American Association of Colleges for Teacher Education is a national, voluntary association of colleges and universities with undergraduate or graduate programs to prepare professional educators. The Association supports programs in data gathering, equity, leadership development, networking, policy analysis, professional issues, and scholarship.

The opinions, conclusions, and recommendations expressed in this monograph do not necessarily reflect the views or opinions of the American Association of Colleges for Teacher Education. The AACTE does not endorse or warrant this information. The AACTE is publishing this document to stimulate discussion, study, and experimentation among educators. The reader must evaluate this information in light of the unique circumstances of any particular situation and must determine independently the applicability of this information thereto.

The Wizards of Odds: Leadership Journeys of Education Deans may be ordered from:

AACTE Publications
One Dupont Circle, Suite 610
Washington, DC 20036-1186
E-mail: nnc@aacte.nche.edu

Single copy for AACTE members: $15
For nonmembers: $18
Please add $5 for shipping & handling

Copyright © 1995 American Association of Colleges for Teacher Education All rights reserved. Printed in the United States of America International Standard Book No: 0-89333-133-3

Table of Contents

Preface *by Larry S. Bowen* 1

From Camelot to Chechnya: The Journey of an Education Dean *by Gary D Fenstermacher* 8

We're Not in Kansas Anymore: Transforming Conditions & Relationships in an Urban School of Education *by Eugene E. Eubanks* 27

Storming the Tower of Babel: A British Experience in Ed School Reform *by Hugh Sockett* 37

What Deans Do: A Reflection on Reflections *by Nancy L. Zimpher* 49

The Dean, or the Tiger? An Epilogue *by Richard Wisniewski* 67

About the Authors 75

Preface

Larry S. Bowen

This monograph originated in a response to the call for proposals for AACTE's 1995 Annual Meeting. Set by President Richard Wisniewski, the conference theme sought to spread the good news about the many accomplishments of schools, colleges, and departments of education due to their restructuring efforts of the 1980s and early 1990s. In the midst of continuing criticisms within and outside of the academy over the value and performance of schools of education, Wisniewski believed it important to examine and understand just what had been accomplished and—indirectly—what current deans and future deans of education could use as a foundation for positive change in pedagogical education.

My symposium proposal was simple: convene three known public institution deans of the last decade to reflect on their experiences in providing leadership for change and listen to their stories about their attempts at reform, their perceived successes and failures, and the lessons they learned. Representing both domestic and international as well as urban and public institutional settings, they would be followed by a dean of the 1990s who would reflect upon their interpretations from the perspective of one struggling with the contemporary scene.

Eugene Eubanks, Gary Fenstermacher, and Hugh Sockett—deans of education during the 1980s at the

University of Missouri-Kansas City, the University of Arizona, and the University of East Anglia (UK), respectively—presented their papers on the final day of the Annual Meeting in February, followed by a brief discussion led by Nancy Zimpher, dean of education at Ohio State University. Presenters varied in their approaches to reflection, ranging from Fenstermacher's moving description of roadblocks by senior faculty and desertion by his institution's president while he succeeded in accomplishing what he agreed to do when first employed; to Sockett's portrayal of his brief years in attempting to create a new school of education with extant but disparate units in the "epistemological nightmare" of higher education; to Eubanks' description of the all-too-familiar reluctance of faculty and school people to cooperate in a common pursuit in the urban setting. The discussion that followed was constricted by the clock but was both lively and provocative.

After the symposium, it seemed that the reflections shared with conference participants that morning were worth communicating in print to others. The notable turnover of deans in recent years, predictions for more of the same during the 1990s, and the paucity of literature on the topic of contemporary decanal leadership efforts seemed important. AACTE Chief Executive Officer David Imig believed the symposium's content could form the basis for the first volume of the organization's new leadership series, with the addition of Nancy Zimpher's reflections on the three papers and an epilogue by Richard Wisniewski, AACTE immediate past president and University of Tennessee-Knoxville dean of education, who looks to alternative futures.

The elusive phenomenon of "leadership" is a central kernel to the shaping of schools of education. Decanal leadership is particularly difficult and demanding, to which all of this monograph's writers and other former and present deans of this information/communications age would likely agree. Yet, as Evalyn Dearmin's article in the January 18, 1993, *AACTE Briefs* indicates, qualifications that continue to dominate searches for new deans stress the conventional way of thinking: "Scholarly research or academic record sufficient to qualify for appointment as professor; earned doctorate; and higher education administrative experience, preferably in line positions with budgeting responsibilities" (3). Higher education may seek the leader,

but the net too frequently trolls waters for the conventional. Some advertisements indicate expectations for the prospective dean, and for that a leader can be grateful. Academic planning, formulating organizational policy, promoting high-quality teaching, securing external funding, and working with department/division chairpersons are typical expectations. But those responsibilities are complex in so many ways, including the aversion of university schools of education to actually recognize and reward the transformational leader that is so badly needed today.

Wisdom on the field of "leadership" that a dean can utilize is needed. In recent years a number of general books such as John Gardner's *On Leadership* and Warren Bennis' *On Becoming a Leader* have provided powerful insights into successful leaders from different walks of life, with penetrating analyses of the issues of leadership, and valuable ideas on becoming an effective leader. Peter Senge's *The Fifth Discipline* holds enormous promise for education leaders willing to break out of the proverbial nine dots of leadership/management that are fundamentally hierarchial and controlling in their application of "science." Van Cleve Morris' *Deaning: Middle Management in Academe* has helped many deans figure out what their jobs really are.

> The elusive phenomenon of "leadership" is a central kernel to the shaping of schools of education.

Then, more recently, Garry Wills' *Certain Trumpets: The Call of Leaders* makes an outstanding contribution, portraying types and antitypes of leaders from history and showing—as this monograph's writers tell—how important both context and "followership" are to leadership. Without followership, as this monograph on decanal reflection reveals, there is no leadership. Wills demonstrates this dramatically, revealing how circumstances of leaders such as Franklin Roosevelt, Harriet Tubman, and Andrew Young made leadership possible, and how circumstances of three unsuccessful antitypes—Adlai Stevenson,

Stephen Douglas, and Clark Kerr—did not. Wills' examples can be applied to some superb individuals in the deanship who, for lack of circumstances of followership, were unable to fulfill their missions of leadership.

There is, as readers of this monograph know, a considerable body of literature on the scientific basis for understanding and studying leadership that many academicians would recommend to new, continuing, and prospective deans. The logical-positivistic inclination of this century in America with its worship of statistics and belief in the prospect of determining some laws of human behavior may lead to some good. However, this literature of control is fundamentally different than what is actually needed for the information/communication age of this and future decades in higher education—the tacit. An equally important and useful lens for comprehending leadership, the tacit relies on a softer interpretive approach to understanding and meaning, one admittedly more subjective in interpreting the realities of organizational leadership but far more compelling for me as I reflect on decanal careers.

These deans' accounts are not case studies in the strictest sense, but they are about personal meaning.

The tacit lens found in the following chapters constitutes the primary strategy of this monograph. Akin to hermeneutics in which interpretation is the "science," the reflections of these deans provide less cause-and-effect, "hard" descriptions and explanations than on the "soft," more subjective, personal interpretations of the events of each person's respective stewardship as dean of education. These deans' accounts are not case studies in the strictest sense, but they are about personal meaning. It would seem important that researchers of contemporary leadership would strive to convert such tacit knowledge into explicit knowledge in their theories. But knowledge conversion stands as a formidable challenge to the social scientist whose theory is often viewed by practitioners as deriving more from some unique form of logic than from the reali-

ties and meanings of a messy real world of organizations such as in universities, schools of education, and K-12 schools.

The tacit level of studying leadership of deans involves revealing valued, distinguishing features in both unsuccessful and successful leaders. The books by Morris, Gardner, and Bennis cited previously do that well. More of that wisdom gained about leadership is needed. A valuable source for learning about leadership is the Internet. It offers much on electronic bulletin boards and listservs to deans who struggle to construct their own conceptions of visions and strategies for making their organizations essential to the transformation of public education.

Recently, in a post addressing "learning-organization" ideas and concerns, there appeared such a portrayal by a senior Dow Chemical TQM/Learning Organization specialist. He related his observations of effective leaders gleaned from many years of experience. Not surprisingly, none of them was made with reference to scientific theories of leadership found in many scholarly journals and books that most deans know and have read.

The list struck a strong chord of meaning for me as I contemplated successful leaders of over nearly 40 years of watching and working with education leaders throughout my own career of teacher, principal, department chairperson, and dean. David Buffenbarger graciously gave me permission to share his insights on effective leaders.

He relates that

> "They all had a passion for what they were doing.
>
> They all gave trust and let me either prove worthy of it or not.
>
> They all developed a personal relationship with me and cared about me.
>
> They always gave credit, NEVER taking it themselves.
>
> Talking about 'failures' was as important as talking about success.
>
> They all listened and respected my input (as a human being); we call it dialogue.
>
> They did not have preconceived answers to problems.
>
> They listened a lot, lots more than they talked.
>
> They shared themselves and worked with me (we were

servants to each other).

We were equals (all of us human beings doing our best).

Instead of being the boss, they were coaches, but were also willing to be coached.

They wanted to hear the truth.

All of them were good at spotting B.S. at 10 miles and pointing it out to the B.S.'er in some non-threatening way.

They took responsibility and accountability for results but gave their reports authority for decision-making.

For all of our management mantra of vision, purpose, values, communications, these folks did only the communications part of that.

Yet, under their LEADERSHIP, the groups I was with prospered. Why?

They encouraged learning and curiosity and honesty.

Seeking these, we got smarter without trying real hard.

It was just plain fun to get smarter about what we were doing.

These leaders were like that themselves and we followed.

They were even willing to collaborate with us and be in awe at discoveries which we made."

From his learning organization and TQM perspective, Buffenbarger concludes:

> "No question in my mind they would have been greater with crisp, clear shared vision, values, and purpose. However, they were very effective since the tacit side of leadership was what they did so powerfully. And, I question if this passion, this caring, can be taught."

Deans typically know much about the literature on running America's essentially hierarchial institutions of this century. They have lived as students, workers, and executives of the organizations to which they were enculturated and socialized. Additionally, they live in the schizophrenic institutions of higher education where

"walking the talk" about collegiality and self-governance often goes against both the grain of bureaucratic culture and inertia that is increasingly being challenged by legislators, the media, and others dissatisfied with the status quo in U.S. higher education institutions. This must be addressed!

What will the dean's future be, given growing and more vehement conflicts and attacks by policymakers and others in our society on higher education in general and pedagogical education in particular? Both Nancy Zimpher and Richard Wisniewski provide insights here on the present and the future. Perhaps the 1980s will turn out in retrospect to be a decade of transition toward authentically new cultures and contexts for today's and tomorrow's deans. And perhaps reflections of former deans such as this monograph provides can provide wisdom for establishing the necessary processes and leadership behavior for turning around the toddling ship of pedagogical education.

References

Bennis, W. (1989). *On becoming a leader*. Reading, Mass: Addison-Wesley.

Buffenbarger, David. (June 20, 1995). Internet Listserv on Learning-Organization (DwBuff@aol.com).

Dearmin, E. "What's amiss with education dean searches in America?" *AACTE Briefs*, January 18, 1993, page 3.

Gardner, J.W. (1990). *On leadership*. New York: Free Press.

Morris, V.C. (1981) *Deaning: Middle management in academe*. Urbana, Ill.: University of Illinois Press.

Senge, P.M. (1990) *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday/Currency.

Wills, Garry. (1994). *Certain trumpets: The call of leaders*. New York: Simon & Schuster.

From Camelot to Chechnya:
The Journey of an Education Dean

Gary D Fenstermacher

When the provost called in February 1985 to offer me the position of dean of the University of Arizona's College of Education, he said he had rarely witnessed such pervasive and enthusiastic support for the appointment of a dean. Six years later the contentiousness of the faculty over my service and the concern among all parties for the deepening divisions within the college led me to step down. What began as a kind of Camelot had turned into a kind of Chechnya.[1] What happened and why are the questions I attempt to answer in this chapter. I will also address some puzzling aspects of determining what counts as success in the tenure of a dean.

When, as a finalist for the position, I returned to the campus for a second interview, the president inquired, "Are you prepared to implement my plan for the reorganization of the college?" He made it clear that the appointment was contingent on my acceptance of the plan, and my willingness to carry out its provisions. As I thought the plan quite necessary to the survival and reform of the college I was soon to head, I answered his question in the affirmative.

The formulation of the president's plan had followed two years of extensive, fractious reviews of the college by committees internal and external to both the college and the university. The president distilled the findings from

these various reviews, guided by his own strong views of what a college of education in a Research I, AAU[2] university ought to look like, into a seven-page mandate for reorganization and redirection of the college. Among the provisions of this plan were the following directives:

1. Collapse eight of the existing 10 departments into three divisions, relocating the other two departments to colleges outside education. The three new divisions would be headed by "coordinators," whose decisions would serve merely as recommendations to the dean.
2. Compress the existing 12 budgets into a single college-wide budget, under the sole authority of the dean.
3. Completely revamp the program of initial teacher preparation, basing it on the emerging knowledge base in teaching and teacher education.
4. Substantively revise all the graduate degree programs, reducing the overall number of graduate programs and drawing a clear distinction between the Ed.D. and Ph.D. degrees. The research and scholarly credibility of the Ph.D. degree should be the paramount consideration in the redesign of this degree.

For the first two years, these massive changes seemed to proceed in a spirit of cooperation. For the most part, faculty members were upbeat; the central administration was positive; the students, despite the hardship of not knowing what names their programs or degrees might carry, were enthusiastic supporters of the collegiate renaissance; and the staff gracefully persevered through yet another change of supervisors and procedures.

In the third year, this climate began to sour. After four years, a number of faculty members were pressing for an extraordinary review of my service. By the fifth year, feelings had grown so raw and loyalties so divided, that the extraordinary review procedure was implemented. The college became a bitter place, with "pro-dean" faculty pitted against "anti-dean" faculty. Graduate students were frightened to acknowledge any position on the conflict, for fear of antagonizing one faction or the other (since much of the anti-dean activity was confined to "secret" councils, it was often difficult to ascertain the

side on which a given individual stood). Many members of the support staff, though less vocal about their positions than the faculty, were also divided into camps. Camelot had become Chechnya, a battlefield over the manifest issue of whether the dean should stay or go. I persevered through a formal review process that did little more than confirm views already held by the opposing sides, then resigned.

What happened? What accounts for the transformation from relative excitement and high levels of productive energy to disenchantment and bitterness? Could the outcome have been avoided, and if so, what factors would have prevented it from coming to pass? How, in the aftermath of such a public drubbing, does a dean ascertain whether his (or her) work is of any worth? Are there lessons to be learned from this experience, so that others might avoid falling prey to similar circumstances? These are the questions addressed in the remainder of this chapter.

The Dean's Personality

Though I am probably the least qualified to do so, let me deal first with my own culpability. I came to the position with a set of beliefs that contributed to a tendency to miss the warning signs emanating from faculty members, particularly after the first two years. I initially accepted the appointment with the belief that colleges of education in research universities had reached the terminal stages of their existence.[3] I envisioned my work as vital to saving these colleges—not only my own, but, in showing what could be done and how to do it, other similarly situated colleges. Given these beliefs, I pursued the reorganization with a zeal that led many to feel that they were, as persons, secondary to the plan and its success. My own messianic stance blinded me to signs of discomfort and resistance that, if they had been more carefully attended to, might have made possible a less divisive and destructive course of reform.[4]

My personality was another feature. My dealings with members of the faculty presumed an equality and collegiality they did not perceive. That is, when I was tempted to disagree with an action or disapprove a request, I wanted to argue the matter openly and vigorously, to see what logic and evidence might be mounted by those holding views different from my own (not an unnatural posture for one trained as a philosopher). It took me much longer than it should

have to realize that a number of faculty members found this demeanor ungracious; a few found it degrading. When this agonistic style was combined with a sense of moral rectitude, as it often was in my case, it eroded the climate for open communication in the college.

> How, in the aftermath of such a public drubbing, does a dean ascertain whether his (or her) work is of any worth?

There are, I believe, other times and places where my personal style, values, and commitments might have had a different result. If I am correct in this point, it calls attention to the importance of the context in which one serves. It is to the topic of context that I now turn, for a leader's beliefs and dispositions can mix well or poorly into the institutional context for that leadership.

The Institutional Context for Change

Four factors appear to be critical for understanding the context for this particular change effort. They are: (1) the match between the skills and personality of the dean and the type of organization and work to be done, (2) the capacity of the organization for implementing change, (3) the base of support for those leading the change effort, and (4) the power and permanence of senior administrators promoting change. The first three factors are discussed in this section; the fourth, in the section that follows.

Those who recruit deans, and those who accept positions as deans, seldom ask whether there is a good match between the kind of person being hired and the context in which that person is going to work. In my case, for example, it might have been far better to hire a less messianic and more technically proficient administrator, one who had prior knowledge of and experience with large-scale organizational change. Such a person may have been able to focus on connecting faculty members' aspirations and fears with the objectives of the reorganization in ways that I was not. It may also have been a good idea to limit the term of this person to four or five years, knowing that such

a profound restructuring initiative would eventually erode support and leave few friends in place.

In addition to matching the dean's personality and experience to the type of organization and work to be done, the institution's capacity to effect large-scale change is another critical feature of context. Does the institution have the capacity to evolve in a manner consistent with its leaders' intentions for change? In this case, the University of Arizona simply did not have the capacity, particularly in the form of administrative expertise and prior experience, to implement a college reorganization of the scope and scale envisioned by the president in his reorganization plan for the college. For example, finance officers in the central administration did not know how to handle the massive changes in the college's budget structure and fiscal authority, and felt little pressure to accommodate our efforts at the college level since they were under the authority of the senior vice president for administration and finance, not the senior vice president for academic affairs. For the first two years following the reorganization, budgets were erroneously broken down by the old department or new division structure (sometimes one, sometimes the other), and forwarded from central offices to the division coordinators, leading to considerable confusion on their (and my) part over who had what funds and where the authority to expend these funds was situated.

> The setbacks resulting from lack of institutional capacity chipped away at my credibility with the faculty and staff.

The president's plan for revising graduate degrees provides yet another example of insufficient institutional capacity. Dutifully carried out by the majority of the college faculty over the first three years of reorganization, this effort encountered fierce resistance when submitted for review by councils of the Graduate College. When I appealed to the president for help on this matter, he said that he knew he had gotten us into this mess but he was

not prepared to intrude into faculty governance to resolve the problems created by adherence to his mandates.

The setbacks resulting from lack of institutional capacity chipped away at my credibility with the faculty and staff. Thus the third critical factor of context, the base of support for change, steadily deteriorated. Productive members of the faculty, having devoted enormous energy to the change effort, became discouraged and drifted away from reorganization work to resume teaching and research responsibilities that had been neglected. Troublesome faculty members, some of whom seem to have infinite resources for oppositional politics, were emboldened. They opened channels to the Faculty Senate, the Board of Regents, and the campus and city newspapers. Like a slow dissolve in a film, Camelot faded away and Chechnya appeared in ever-sharpening detail.

Setting the Stage for Upheaval

The "trigger" event in this transformation may have been the division of loyalties among the department heads. Note that the prior sentence mentions "department heads." The three divisions initially created by the reorganization plan, with their relatively powerless coordinators, proved unwieldy. In our initial attempts to forge logical clusters of programs, one division turned out to be very large in size (it contained half the faculty), while the other two were comparatively small (a quarter of the faculty in each). This discrepancy in size engendered many problems in who would be represented in the college governance structure and how that representation would be enacted.

Over the next four years (years two through six of my term), the three divisions evolved into four, then into five, and then became departments, headed by persons with fiscal, curricular, and personnel authority no different from what had been the case prior to the reorganization. During this evolution, the department heads confronted an unrelenting stream of complex problems. Students, faculty, and alumni found it hard to track the changing organizational structure of the college. Students were unsure where the responsibility for approving programs of study and certifying completion of academic degrees was lodged. Faculty members were uncertain who their divisional or departmental colleagues were and how personnel matters

would be handled in this evolving organization. Heads of departments struggled to resolve these difficulties, and in the course of doing so became entangled in the conflicting views of the work of the dean.

Eventually the department heads split into pro- and anti-dean forces, much as the faculty had done. The split made administration of the college more than a challenge; it became an agony. I saw little choice but to accept the split among department heads as a fact of life, for I was sure that any dramatic moves on my part to replace contesting department heads would be perceived as retribution for views held, or punishment for failing to support the dean. With oppositional faculty members now having the company of oppositional department heads, the hallway conversation switched from *whether* the dean would fall to *when* it would happen.

In the meantime, the fourth contextual factor requisite to large-scale change was deteriorating. This factor consists of power and permanence among those central administrators promoting the change. In this particular situation, the power and internal prestige of the president were coming under increasing challenge, and the provost who had assisted in the design of the reorganization and who had hired me accepted the post of president at another university. The president came under attack for what many viewed as excessively vigorous leadership, a euphemism for having oneself as the source of too many of the ideas being implemented on the campus, while failing to consult with the faculty (also a euphemism for failing to comply with the recommendations of selected segments of the faculty). The anti-dean faculty in the college found comrades among the anti-president faculty around the university. Given my close association to the president's plan for the reorganization of the college, the faculty opposing the president perceived my troubles within

The hallway conversation switched from *whether* the dean would fall to *when* it would happen.

the college as yet another way to chip away at the president's stature. As a result, new coalitions for resistance were formed.

The new provost, assuming his position at the very time the president's troubles were occurring, placed a greater premium on "keeping the peace" than on continued progress with college reorganization. With the president's image under attack, and the provost's desire to contain dissension by listening and responding equally to all sides, there no longer seemed point or purpose to my continuing to serve as dean. With the concurrence (and I suspect, gratitude and relief) of the provost, I submitted my resignation with the agreement to serve until a new dean was appointed.

Taking Stock by the Numbers

The personal and contextual features just examined are useful devices for accounting for the circumstances of my service as dean and how these circumstances were perceived by many members of the university community. What these features do not account for are the actual data indicating what occurred within the college while I was its dean. When I examine these data, I want to give myself a better grade than many of my colleagues gave me. Why were these data not more compelling in the assessment of my service? To answer that question, we must first examine the data.

During my tenure, the college appointed more than 30 new faculty members, replacing nearly a third of the total faculty and adding 13.5 new positions (partially offsetting the 17 positions lost in the six years prior to my service). Research productivity more than doubled the citation count in the *Social Sciences Citation Index* and, in a study of most frequently cited institutions at AERA Annual Meetings, the college advanced from an unranked position a decade earlier to 12th place in 1987. Temporary funds, capital allocation, and out-of-state travel funds increased significantly, in some cases doubling allocations received prior to my appointment. My first year as dean, the college expended $14K supporting faculty attendance at out-of-state conferences and meetings; by 1989, that amount increased to more than three times that figure. Minority student enrollment expanded significantly in the graduate degree programs, while undergraduate minority enrollment expanded faster than any other academic unit on the campus (indeed, minority enrollment in initial teacher prepa-

ration increased fourfold from 1985 to 1990, reaching a high of 33 percent of teacher education admissions).

Teaching loads and the distribution of these loads also underwent significant alterations. In 1982, the average course load of male faculty members was a full course less per semester than the average for female faculty members. By 1988, the average difference between male and female faculty members was four one-hundredths of a course per semester. In 1982, the highest course load per semester fell on the shoulders of assistant professors, an average of 3.42 courses per semester. By 1988, this figure was reduced to 2.28 per semester, now lower than the average for all male as well as all female faculty members.

Load data comparing faculty members in elementary and secondary education to all other college faculty members are also interesting. In 1982, the average course load per semester for teacher education faculty members was 3.37, while the average for all other faculty members was 2.78. By 1988, the load for teacher education faculty members was reduced from 3.37 to 2.59, while the load for all other faculty members declined from 2.78 to 2.38. These teacher education load data gain in importance when it is understood that student enrollments in teacher education were rapidly expanding between 1982 and 1988, thus most of the new faculty hires were in teacher education.

The data show that enrollments increased, faculty lines increased, budgets for capital and travel increased, research productivity (as measured by citation analyses) increased, there was extensive renovation of classroom and conference facilities, teaching loads were lowered overall and more equitably distributed across the college, exceptionally talented faculty appointments were made at both senior and junior levels, and women and minorities fared far better in both the promotion and tenure and appointment processes than at any prior time in the college. With all this "success," why did the dean become so mired in conflict and controversy?

The Impact of Style and Luck

Part of the answer is that one's reputation in these times is crafted as much or more by ***how*** one does things than by ***what*** one does—the much discussed matter of style over substance. There is,

however, merit to the thoughtful consideration of style. How one acts in the course of seeking desired ends is important. In this case, what the data indicate are that the accomplishments during my "watch" were realized at a high cost in civility, esprit, and simple good will. Yet the explanation for the bitterness that arose in the final two years of my service involves more than a matter of style. Looking carefully at the data one will note a group little advantaged by the changes. The full professors gained little direct or immediate benefit from the reorganization. This lack of gain was especially true for the full professors in programs that had become or were traditionally disassociated with school practice. It is not necessary to anger my colleagues further by identifying their affiliations here; virtually any dean in a research university can name the program areas to which I am alluding. These academic areas have gained something of a reputation among administrators in larger schools of education as impediments to change in schools and colleges of education.

Full professors, by and large, were the group most inconvenienced by the reorganization, and the group with the least to gain...

Full professors, by and large, were the group most inconvenienced by the reorganization, and the group with the least to gain from the changes being made. This result is not surprising, for senior persons in positions of power seldom gain from large-scale change. What is surprising, on hindsight, is how little account was taken of their feelings and points-of-view, by the central administration and by me.[6] More could have been done to ease the transition for and reduce the threat to this key segment of the faculty. Then again, because they are senior and hold power, one might reasonably expect their typical reaction to change to be more responsible and of the looking-out-for-the-good-of-the-whole variety. That is not what occurred in this case.

In her wonderful study of ancient Greek culture, *The*

Fragility of Goodness,[7] Martha Nussbaum comments on the role of luck, *tuch*, in the affairs of human beings. Eventually displaced by our acceptance of Platonic ideas, particularly that of *techn*, luck or fate was at one time used to account for far more of what happened to us than is the case today. Today we are presumed to be in control of our destiny, and thus, to a large extent, responsible for our actions and their consequences.

Serving as a dean restored my belief in *tuch*, in luck and fate. For example, what else explains how a dean of education was appointed to chair the university's computing committee, where I became embroiled in a nasty conflict with the chief state school officer (an ex officio university regent) whose husband, a member of the university's faculty, sought a key position on the committee where he might play a role in the acquisition of a supercomputer. It was an unkind fate that placed me in a role unrelated to my service as a dean of education, yet which caused a serious rupture with the state education bureaucracy and an erosion of support among some members of the board of regents.

What else but luck, or the absence thereof, accounts for a turnover in central university administration to persons of kind heart but little commitment to continuing the redirection efforts of the college in the face of growing opposition. The new administration chose not to maintain the central systems of support required to complete the changes, nor did it use its positional authority to deflect the mounting resistance. Indeed, it made a number of moves that had the effect of encouraging resistance, and undercutting the progress made to that point. These debilitating administrative moves were not intentional, but as fate would have it, they had unpleasant consequences for me as dean.

Rethinking Assessment

It is nearly four years since my departure from the post. Even with the passage of time, I continue to be amazed at how little consideration was given to the data on accomplishments made during my tenure. All the information mentioned above was available to the review committee, as well as to the college's faculty. It was almost entirely ignored. The report of the committee reviewing my service made no mention of it. The only data this group chose to cite were

the results obtained from their survey of the faculty's perceptions of my service. Indeed, it appears that the assessment of an academic administrator, especially one under critical review, rests almost entirely on the *perceptions* of his or her constituencies.

As noted earlier, my style likely accounts for the importance given to perceptions and the modest attention to the actual data. Luck accounts for some as well. Whose ox is being gored is yet another factor, given the extent of resistance offered by so many of the full professors. Finally, the program to which the leader is committed also plays a role. I placed considerable emphasis on the recruitment of minority students and faculty, on the salary equity and promotion of women, and on the enhancement of teacher education. Sad to say, these were not, at the time, initiatives with sufficient power or influence to snatch a falling dean from the jaws of an angry faculty.

> Serving as a dean restored my belief in *tuch*, in luck and fate.

The conclusion I draw from this experience is that few, if any, leaders can control either the means or the standards used to assess their service. There are simply too many variables operating in a far too complex environment. The crucial factor is to have moral and rational grounds for what one seeks, to gain the counsel of the wisest members of the community on the worth of and means to these ends, and to make a diligent effort to nurture the support of as many members of the community as it is possible to have on one's side. Were I to attempt such a large-scale change in the future, I doubt that my commitments would be any different from those in place during my service. What would be different are the manner and voice used to gain support for these commitments, as well as making a greater effort to acknowledge those not favored by the change, to reach out to this group and do what I could to ease the anxiety and loss they encounter in the course of events.

Was This Reorganization Necessary?

Thus far a number of factors affecting the journey of a dean have been examined. Personality, style, context, and luck are among those I regard as critically important to success. Using these factors as explanatory frames, with the wisdom that hindsight so graciously provides, it may be possible to derive some "lessons" learned, enabling others to profit from my experience and perhaps even avoid many of the errors I made.

Let's deal with the big question first: Was the reorganization necessary? Did it not do more harm than good? My position is that in most cases reorganization does indeed cause more harm than the good that is typically gained from it. However, some observers of the change processes that took place in the college argue that without the reorganization, few would have taken seriously a mandate for change. The reorganization was like the proverbial whack with a big board, whereupon the hitter announces, "Now that I have your attention...". Other necessary changes might not have been possible without the reorganization to create the occasions for their implementation.

On the other hand, this particular reorganization had a number of problems. The first of these is that it made organizational and programmatic units larger rather than smaller. That sort of change caused further problems. It denied a number of programs the visibility of a name that accurately identified the academic field of study (e.g., programs such as educational foundations, educational psychology, or educational administration are submerged in the identities of polyglot "divisions" or "super departments"). Loss of name was, in our case, perceived as a loss of status, and worse, loss of identity. For a number of faculty, this proved a bitter pill to swallow, and placed a number of them in the anti-dean camp when they would have preferred to remain above the fray. Increasing the size of the basic organizational unit also encouraged more bureaucratic operation, as the span of control increased beyond the kind of decision-making that is possible in smaller teams of faculty members working collaboratively to operate their programs.

The second problem is that this reorganization was always viewed as the president's reorganization, as emanating from "the

tower" (the name given to the building housing the senior campus administration). To the extent that I made it my own initiative, I was perceived as adopting the president's plan. There was simply too much "cost" to too many faculty members for them to make it their own plan. Even though the faculty actually had rather broad latitude in how to interpret and implement the plan, it was never thought of as anything other than the president's plan.

> The reorganization was like the proverbial whack with a big board, whereupon the hitter announces, "Now that I have your attention...".

The third problem is that grand reorganizations must eventually be mapped on a table of organization, posted on directories in hallways, described in college and university catalogs, and rationalized in the physical locations of administrative, secretarial, and faculty offices. When the reorganization keeps changing in order to adapt to local conditions, the tables of organization, hallway directories and catalogs are frequently wrong. That typically means they are hurtful to some or many, and threatening to others (who cannot find their names, or their courses, or their colleagues where they thought they should be). The act of physically relocating faculty and staff is filled with grief. In our case, more than 80 percent of the faculty, administration, and staff were shifted around the building in an eight-month period to reflect the "new" reorganization. For those senior members of the faculty who spent years obtaining a favored office, these moves created enormous ill will.

One of the primary justifications for the reorganization was the centralization of authority in the office of the dean. This concentration may have been necessary to "jump start" the change process, or to press reluctant participants into the mainstream, but it is possible, and probably preferable, to restructure authority without restructuring programs, departments, or an entire building of offices, conference rooms, laboratories, and classrooms. Administrators have many ways to gain the attention of

the faculty; smacking them with the thick board of reorganization is certainly one of them, but it usually does what any hard smack does: It causes pain and anger, and sows the seeds of resistance.

Lessons Learned

What else have I distilled from this experience? In capsule form, the lessons learned are these:

1. It is vital to match the experience and skills of a dean to the aspirations and institutional context of the setting that employs the dean.
2. Settings that seek change must realistically assess their readiness to undergo the desired change and the competence of all levels of the system or bureaucracy to carry out the change mandates.
3. Destabilizing an organization, as the president's reorganization of the college did in this case, requires administrators of skill and experience, as well as close collaboration across administrative systems. The absence of either one impairs the likelihood of restabilizing the organization; the absence of both most likely dooms the repair.
4. Administrators who plan and implement massive changes must face the duty to see them through. They must assume a fair measure of responsibility for the preservation of their authority, as well as for remaining in office for a duration sufficient to realize a significant degree of the proposed change.
5. A dean is a dependent creature, dependent on both continued administrative support for commonly held goals and upon faculty support for both goals sought and the means used to obtain them. The size of the discrepancy between the administration's aspirations and those of the faculty is a fair measure of the dean's likelihood of success. In the dean's efforts to close the gap between the two, style is as important as substance.
6. The concentration of a dean's authority, as occurred in this instance, can be debilitating in the hands of a dean who voices many of his or her thoughts, believes strongly in "saving" education, and pushes hard on ideas and decisions to see if they

will stand up to tough scrutiny. Here again style becomes important, in the sense of the "manner" of the dean.

7. Fate, or luck, is not a fickle finger in a dean's career. It is worth paying attention to its presence or absence, and modifying one's ambitions and style accordingly.
8. It is a serious error to underestimate the consequences of who wins and loses in reform initiatives. Perception, intrigue, and gains and losses in status and prestige are powerful factors in determining the success or failure of the change, as well as how the leadership for that change will be judged.
9. A large-scale reorganization should be as detailed and well-planned as humanly possible, and should be scaled so that mileposts can be reached on a reasonable schedule, with the last milepost not more than three to four years distant from the first milepost (this time frame allows for the longest span of time I am aware of for predictable budgets, leaders remaining in office, patience of the participants, and a reasonably stable policy environment in a public institution).
10. While Bennis, Peters and Waterman, and other gurus on administration and management, offer helpful insights (especially, I have found, in retrospect), the important point to remember is this one: It's not the economy, stupid, it's the context.

The Impact of the Times

An earlier version of this chapter was presented as a paper at the 1995 Annual Meeting of the American Association of Colleges for Teacher Education (AACTE). It was solicited as part of a symposium on deaning during the reform-oriented 1980s. Education was a hot topic in American politics at the time, with change initiatives sprouting like weeds. Schools and colleges of education were not ignored in this climate for reform, as initiatives such as the Holmes Group, the Renaissance Group, Project 30, the National Board for Professional Teaching Standards (NBPTS), and the restructuring of the National Council for the Accreditation of Teacher Education (NCATE) all testify. It was a time when many deans of education were called upon to step up to the line and work for change.

I certainly did that, taking on what was surely one of the most thoroughgoing efforts to refashion a college of education at the time. I did it with a sense of excitement and dedication, filled with fervor for the possibilities ahead. Though naive and inexperienced, I was deeply committed and reasonably well-informed. Six years later, the enthusiasm and fervor were gone; the image I had of myself is of one who must now fall upon his sword.

Is what happened with us symbolic of educational leadership in the '80s?

As I listened to the other two papers at the AACTE presentation, I had the sense that what had happened to these deans was not unlike what had happened to me. Both of them could not possibly have been as naive as I was, yet they both embraced grand agendas and encountered obstruction after obstruction. They, too, seem to have fallen on their swords. Is there a sample bias problem here? Are we the only three deans in America to whom this happened? Or is what happened with us symbolic of educational leadership in the '80s? If not symbolic, then perhaps more pervasive than at least I believed?

I do not know the answer to these questions. I do know that I assumed the post of dean with broad-based support and the hopes and good wishes of so many different constituencies; a virtual Camelot. I left the post discouraged and demeaned, with pockets of well-wishers trying to compensate for the deluge of bad feelings, bad reviews, and bad press. A virtual Chechnya. Was it the times? The context? The person? Or bad luck?

My answer would be "all of the above." That answer makes it difficult to generalize from my experience to what someone else might face in a different time and place. Still, I hope there is sufficient insight in these reflections to offer a wee bit of guidance for those who accept the challenge of deaning.

23

Endnotes

1. This chapter is written at a time when the Chechnyan conflict in the former Soviet Union is 'a terribly sad and frightening aspect of post-Cold War nationalism. The use of the country name in the title of this paper is not intended to demean in any way the struggle occurring in that ravaged country. Rather it is intended to convey a shift from a state of stability and relative tranquility to a state of great instability, in part the result of changing leadership in an era of reform. Just how this situation applies in the context of a deanship is made clear in the course of this chapter.
2. An AAU, Research 1 university is an indication of relative standing of the various universities and colleges in the United States. The presumed top universities, public or private, are members of the American Association of Universities (AAU), and most of these hold the designation "Research 1," meaning that they are doctoral degree-granting research institutions that garner the lion's share of financial support for research projects.
3. This view was shaped by my own prior experiences as a faculty member and administrator, as well as by a number of other factors. Among these were the reform agenda of mid-1980s and emerging scholarship critical of the work of schools of education. The reform agenda, particularly as enunciated by the more politically conservative forces in state and local governments, and in private foundations and think tanks serving as advisors to legislators, governors, and members of the federal executive, was, to put it mildly, unfriendly to teacher preparation programs in most institutions of higher education. The critical scholarship included Harry Judge's *American Graduate Schools of Education* (NY: Ford Foundation, 1982); *Tomorrow's Teachers: A Report of The Holmes Group* (East Lansing, MI: The Holmes Group, 1986); *A Nation Prepared: Teachers for the 21st Century* (NY: Carnegie Forum on Education and the Economy, 1986); and Geraldine Clifford's and James Guthrie's *Ed School: A Brief for Professional Education* (Chicago: University of Chicago Press, 1988). In addition to these texts, I was aware of many of the preliminary findings that would soon to appear in

John I. Goodlad's *Teachers for Our Nation's Schools* (San Francisco: Jossey-Bass, 1990).

4. There is another factor at work here; less a matter of personal zeal and more a matter of practicality. The provost and president were closely monitoring the progress of the college on the plan for reorganization. In conversations with me, they were always clear that their support of the college was contingent on progress made on the plan. As such, I felt that my ability (and duty) to garner prestige and resources for the college was in large measure dependent on making timely advances on the president's plan.
5. Contract and grant dollars varied over the six-year period, as was the case for many colleges of education in the Reagan-Bush years; the average for the period was better than the previous six years, but not indicative of exceptional improvement.
6. These comments regarding full professors should be set in the context of salary considerations occurring in the mid- to late 1980s. During this time, significant salary resources were directed towards redress of salary inequities for female faculty members, only a few of whom were full professors, and for affirmative action and target-of-opportunity hires. The funds remaining to reward continuing senior faculty were modest, and these were generally distributed on the basis of merit. The determination of merit in the midst of the many organizational changes I have described here was highly unpredictable, a feature that left many full professors with feelings of severe discomfort. Moreover, I did not endear myself to senior faculty members when I set dollar amounts rather than percentages of salary as the basis for salary increments grounded in merit (thus an "outstanding" rating would realize the same dollar value, whether obtained by a beginning assistant or a long-employed full professor).
7. Martha C. Nussbaum, *The Fragility of Goodness: Luck and Ethics in Greek Tragedy and Philosophy* (NY: Cambridge University Press, 1986).

We're Not in Kansas Anymore:
Transforming Conditions and Relationships in an Urban School of Education

Eugene E. Eubanks

In my work at the University of Missouri-Kansas City, there is a constant conflict with the stubbornness of school systems to transform themselves into learning organizational cultures—cultures whose outcomes for students are no longer highly correlated with race, class, and gender, learning organizations that develop in their people the capacity to continually develop and expand abilities to create meaning within their diverse academic and social contexts. These organizations might be called teacher and principal development cultures.

Inevitably we are asked by our clients in schools, "What about the university?" That was the question during my tenure as dean here during the 1980s. During that decade, schools and colleges of education nationwide reportedly had a reform agenda; later, we called it restructuring. At the 1995 AACTE Annual Meeting, the emphasis was placed on success stories that schools/colleges of education had with their reform agenda. My response is that schools and colleges of education have not seen much success in their restructuring efforts.

At my institution we did what the academy has historically done. We added courses (ones more specifically in the academic disciplines) and made teacher education a fifth-year endeavor. We left graduate education virtually untouched, except to combine smaller departments into

larger ones. Reform and restructuring, I found, means the same in a university culture as it means in school cultures—i.e., shuffling the deck chairs on the *Titanic*. My work as dean was simply a vehicle for maintaining the status quo.

Assumptions about the very purpose of teacher and school leadership development and substantive change seldom, if ever, entered the discourse of faculty during those years. The historical social reproduction role of schooling in America and the university's participation in the sorting process seldom became a serious part of the dialogue on reform, restructuring, or change; instead, we piled more of the same type of requirements on what existed. It was as though doing more, and working harder at doing what we had been attempting, would somehow get us to a different place. There are exceptions across the nation to the picture at my institution in the last decade, but ironically those institutions prove a point that I believe important—viz., that there are exceptions. It was not seriously considered in the 1980s that working with different assumptions was a smarter road to follow than the well-worn path of the past. What was needed and did not occur was education for students that met the needs of a culturally diverse 21st century. And while public and private schooling may have been difficult to change, the academy was close to impossible to alter. This finding for me has very serious implications for schools and colleges of education for this decade as America approaches a new century.

What was needed and did not occur was education for students that met the needs of a culturally diverse 21st century.

The nature of my experiences at the University of Missouri-Kansas City was revealed in a number of ways. Old-fashioned, independent scholarship and normal teaching remained constant and may still be fixed and unable to be altered, at least in the foreseeable future. Like Ensign Pulver in "Mister Roberts," some of my learned colleagues suggest the application of fulminated mercury, but

that does seem extreme. But what can and must be changed somehow is how one thinks of faculty roles and how to fulfill them within the university and land-grant contexts in which we work.

The words "reform" and "restructuring" continue to be bandied about when discussing education even today. If what those words mean is substantively changing how a school of education is to fulfill its mission/purpose, then there should be evidence of those interests in the academy. But if those terms only relate to political self-serving agendas where superficial things are done to give the appearance of change and satisfy critics but leaving things fundamentally the same, then I believe we simply should no longer waste time in such false games. Academics are sophisticated players in resisting change, but it is not productive to engage in the well-worn games that the public knows and finds increasingly distressing.

During my tenure as dean of education, I was charged with leading a school that did not change in any discernible way during the 1980s. I now understand that if we in the academy do not change the fundamental conditions and relationships in schools of education we have changed nothing. We simply must have a common purpose and further realize the creation of a culturally diverse teaching and leadership corps in schools of education that can help create learning organizations in schools—ones uncorrelated with race, class, or gender. Of course the human beings developed for schools needed in the urban setting should be smart and capable individuals, but they also must reflect the cultural diversity in our society and particularly in our big cities. If we cannot accomplish the common purpose of cultural diversity in teaching and leadership, I would argue we have no meaningful larger purpose and reason for existence in the academy and are simply a part of social reproduction. Social

I now understand that if we in the academy do not change the fundamental conditions and relationships in schools of education we have changed nothing.

reproduction, the perhaps hidden purpose of schooling in the 1980s, continues on in the present decade. I believe transformation and discourse about change in schools of education should begin with this issue.

A major strategic problem was deciding where to start the transformation process. Should one change the system first? Or does one begin by seeking out those people who have a transformational view of things and employ them to change the system? As I read the literature and discussed the issue with other strugglers, it appeared to be a chicken-and-egg dilemma. In these cases, I had previously deferred to the egg—the system. However, practical reality suggests that one must proceed with getting people needed to change the system, meaning that transformation wasn't really an either-or matter. Waiting until all the right people were in place would guarantee that the task of transformation would never be accomplished, I felt.

> It may be that fundamental change in schools of education occurs through individual departments...

So, I attempted to seek out talented and diverse faculty—the more talented and diverse the better. Part of that search for diversity and talent had to be accomplished in developing the needed people ourselves. This involved bucking the historical cultural of the academy that continues to block the development of large numbers of women and people of color into becoming talented university faculty.

One thing I have since learned about change in a school of education is that if a dean can assemble sufficient strong people, substantive change can occur. When I returned to the faculty in our educational administration division, colleagues in the division were beginning to design and make what some saw as fundamental changes. A new Division of Urban Leadership and Policy Studies had been formed, and faculty were designing a program to transform schools into urban profile schools and to prepare leaders for such schools. We decided that if our purpose

was to create transformational leaders for schools where outcomes would not correlate with social class, race, and gender, the content and delivery of our program had to change. We concluded that our program must model the types of program we discussed if the schools themselves were to become learning organization cultures, and that our program's classes had to be models.

We proceeded through all the developmental and bureaucratic steps necessary and two years ago initiated our first set of cohort teams in which faculty teams of two, complemented by three practicing administrators, assumed responsibility for cohort teams of students in three six-hour thematic blocks. We had to face the problem of over-enrollment of students vs. the maintenance of a quality program and restrict faculty to two cohort blocks per year, with no more than 25 students in a block.

When I began the deanship in 1979, I expected that university people would be rational and logical, dealing forcefully and objectively with information and data when making decisions relative to the sorting and screening issue in education. The reality was that the beliefs, values, and status that drove many of the decisions about what I considered the vital interests of schools had nothing to with "this dirty secret of our present schooling." I now realize that the road to substantive change is a long and difficult one, longer than the life of my term as dean. Contrary to what I believed in the 1980s, it may be that fundamental change in schools of education occurs through individual departments and that there may indeed be a critical mass of aspirants assembled in select departments.

Having reflected upon the efforts to bring about transformation in our school as dean, there are some things I should have done differently. Much of the following is admittedly drawn from the work of Chris Argyris[1] who describes a learning organization in terms of problem-solving:

1. I should have invited others to be part of the formal decision-making more often, especially public and private school educators who deal with urban students, people who were on or trying to get on the same learning path intended for the school of education, including undergraduate and graduate students. Foundation and community leaders should have been invited,

as these people must be part of the official structure and community. All must be part of the structure and of decision-making for a school of education, including programs, policies, salaries, etc. Some of this was attempted in the 1980s, but governance structures and the university central administration would have none of it then.

2. There should have been a more serious discourse in the school of education about creating the "learning organization." Using diverse and disaggregated performance data from the public schools, we could have better identified those conditions and relationships that did not promote the transformational purpose.
3. All faculty and staff should have had self-identified, personal development plans. Encouraging collegial groups to work together to develop those plans and making personal growth and development the driving dominant force of the school of education would have been important to change.
4. Greater efforts were needed to identify the conditions and relationships of people in the school of education and others invited to be part of school decisions to move the unit in a transformational direction. Those conditions and relationships should have received substantive resources from budgets and the power of a dean's office.
5. An action research model of collecting and using information was vital. Improvement standards based on data should have driven the school of education, the data being performance and authentic assessment in nature—not just the non-performance data of present standardized tests.
6. The school of education should have been more open to the community it served. Requirements in place for faculty and deans to be in the community on a regular basis each week were and are needed. What some would call "incestual relationships" actually should be in place with elementary and secondary faculty in the school of education and the broader university. Changing, sharing, and creating roles should have been requirements of our role definitions.

I am convinced today that if these six areas had been done better, they would have created a new kind of school of education in five to seven years. With appropriate discourse, we could have moved forward in transforming conditions and relationships with each other and the schools to create schools where children get smart and the sorting by race, class, and gender that plagues education no longer occurs. We would teach and learn with others; in time, some important changes would have happened. (Realistically, I also realized that during institutional deconstruction and reconstruction, one should keep the bags packed!)

Finally, I'd like to list the conditions and relationships I believe should be created with students, staff, and the education community as a whole. Learning organization cultures in schools of education should have:

1. A double-loop communication and information-sharing system in the organization—i.e., one in which communication and information flow up and down and are readily available to all with no secrets—should be the primary vehicle for decision-making of the organization. A persistent effort should be maintained to collect accurate and substantive information concerning the performance of the school of education for students, administration, and staff—information that is known by all and informs both daily and long-term decision-making and planning with the schools.
2. A problem-solving focus in the basic organization structure, including teaming and decision-making through collaboration should prevail. Basic decisions must be made by those who are responsible for implementing the decisions.
3. An ethos in the school of education of a cohesive family that works together and supports the K-12 transformational efforts of eradicating the sorting/screening outcomes is essential, thus providing a safe climate of freedom for learning. A close connection and active relationship between the school of education family and the home family must be in place.
4. Relationships of hard work, persistence, and determination that define the level of effort for all in the school of education should be present. These efforts must be focused upon learning

through conditions and relationships that are flexible and varied. Outcomes or effects are valued over process or inputs.

5. A collective and shared vision of the purpose of the school of education which drives day-to-day efforts and planning should be paramount.
6. Processes of learning and thinking should be emphasized as the organizing structures for instruction, particularly including the higher-order levels of thinking and creating meaning. There would be no set subject matter that everyone must follow in the same way and sequence. Subject content, skills, and other curriculum elements would be used, dependent upon the culture, ethos, and conditions of the learners. Whole-group instruction would be a seldom-used mode of teaching.
7. Continual, active learning and investigation need to occur among staff with regard to changing and altering time, instructional arrangements, relationships, and conditions. Nothing would ever be closed or beyond/above consideration for change. The school would be driven by improving the effects on all people in the school. Unconventional and maverick qualities would be admired in the school of education.

During the decade I served as dean, some of these ideas were introduced into our school of education. For example, I thought it would be a good idea if we considered the schools in our community —especially the urban schools—as our laboratory for inquiry. I thought further that the process of action research might assist in developing a new working relationship in and with schools. We could, I believed, begin to work with teachers and principals, learn together about the schools, begin to work out improvements and determine whether or not we were improving the learning for everyone—especially the children. It seemed to me that this would appeal to the university faculty because it could help with their publications and research. Finally, I thought it would appeal to teachers and principals because they would get help on-site which would assist their understanding of what was occurring in the schooling process.

Efforts along these lines proved to be highly unsuccessful, with one or two minor exceptions. The simple fact was no one wanted to show up for the venture, except those who were already in it. The

"why" of this result has taken some time to understand, but it is essentially: *we were never able to develop a sense of purpose*. "Whose school is it," furthermore, never got worked out. Everyone thought it was his or her school and thus had the right to say what would be done. Purpose rarely, if ever, had anything to do with the learning of students in these big-city schools.

Also lacking was a basic sense of trust among the public school or school of education personnel. Without trust for one another, there was little if any willingness to risk or learn together. Some individual faculty and leaders in the school of education and the local schools developed such relationships, but ways or resources could not be found to help forge such relationships as the norm for how we viewed one another. Individuals did things, but systems were unyielding in their ability to resist change in the culture.

As we continue to listen in the urban school settings of Kansas City, we have been able to glean further understanding of this issue. Hearing how people in the academy talk about those in urban schools and how those in schools talk about "those university people," we sadly learn that the key is more than having the time to relate to and learn about one another. People in our school of education continue to say mostly negative things about urban schools and personnel, all of which provides justification for why it is not worth their time to work there.

We were never able to develop a sense of purpose. "Whose school is it," furthermore, never got worked out.

Although not wishing to be uncharitable to people in the academy, I nevertheless have come to understand the phenomenon as part of the racial history of reproductive schooling in America. To put it bluntly, children of color and children of poverty are not supposed to achieve in U.S. schools. Urban schools, in the inner city and some suburbs, are full of children who are not supposed to do well, and of course they don't. Generally speaking, there-

fore, urban-type schools are getting exactly the results they are supposed to get in the present system with the children in their schools. Both university and school faculties know this and no one expects, or perhaps really wants, these urban children educated well (except, of course, the urban parents and their children). But in America that doesn't count in a meaningful way.

Creating schools where all children are developed into smart individuals has to be more than words we say to each other at meetings or in our articles. Creating such schools has to be what society expects for public schools in a democratic society. In 1980 in my urban university, 3 percent of the students in our teacher education program were minority students; in 1995, 6 percent of the students in the program are minorities. Upwards of 75 percent of our teacher education students are white females who want to teach in white suburban schools. We do have three elementary professional development schools for teacher education students, all in suburban school districts. Our urban school system is 75 percent minority with over 60 percent eligible for free or reduced lunch.

The big move to restructure and reform teacher education and schools of education that began in the 1980s has generally lost its momentum, I would argue. As indicated earlier, reform generally was attempted by doing more of what we already were trying to do. But one positive consequence of the past 15 years is that we have accumulated a body of knowledge that can serve to develop schooling so that at least 90 percent of our young people can receive the best quality education. There is no question that we know how to do it if the will is there.

There is considerable question in my mind whether policymakers in America will permit such schools to be developed, however, during these Contract with America days. Creating a discourse in America on this issue must be the first step to school transformation in the urban setting. Let us call it Discourse II, one about purpose and schooling and teacher education in America. Discourse I of the 1980s was unfulfilled.

Storming the Tower of Babel:
A British Experience in Ed School Reform

Hugh Sockett

In January 1981, I was appointed to a chair in education at the University of East Anglia in Norwich, England, as one of a senior professorial triumvirate expected to mastermind the foundation of a new school of education in the fall of that year. The school was to be composed of The Center for Applied Research in Education (under the direction of Lawrence Stenhouse and already part of the university) and a large Church of England college which was dropping its denominational affiliation and coming into the university. This merger was the last institutional rearrangement in some 15 years of such marriages across the United Kingdom. They were instigated to promote an all-graduate profession and enable government to develop a finely-tuned system of manpower projections to ascertainteacher demand.

Mergers such as these were not easy. Institutional feathers were ruffled and *amour-propres* wounded. Eventually agreements were negotiated, among and between government, governing bodies, faculties, and local education authorities, at which point the problems were then passed to the professionals in the institutions themselves who, among other things, had to appoint, reappoint (and in many cases disappoint) college faculty who had little interest or experience in research of a university level. In our case, between January 1981 and the

formal opening of the school in the fall of that year, the college shed about 170 faculty of whom only 60 were appointed to the new school. For a two-year changeover period, the former principal of the college become dean of the new school, at the end of which the usual university system—of electing a dean for a three-year renewable term—was installed. In this initial two years, of the three senior appointees, I took on the administrative role acting in concert with the dean, and I succeeded him at the end of his designated period. I did not run for re-election, as I had held an administrative post at a Northern Ireland university before I went to Norwich, and I decided the time had come for some "intellectual rehabilitation."

The context of my experience as a dean is therefore an unusual one. First, since my predecessor had no experience of university life or administration, I acted as his guide within the university, acting as almost as a co-dean, engaged in all strategic and most tactical matters. Second, this was a new school of education. It was thereby very open to innovation, but simultaneously it had to pass muster in the eyes of the university, with its traditional academic suspicion of schools of education. In my experience therefore, leading change was a matter of creating the school of education and defining a new set of politics and attitudes within the new school and outside it. Finally, the '80s Thatcher decade was marked by a visceral hostility to any one or any group in British public life that viewed itself as providing a service not driven by the profit motive.

The Central Questions

It used to be the custom for appointees to chairs in British universities to deliver inaugural lectures to the university. All senior faculty, deans and so on, would attend, and a smattering of other faculty as well as many faculty and students from the school into which the chair had been appointed. A reception afterwards tended to boost the numbers. The lecture was usually delivered within three or four years of appointment. I used the occasion to deliver a lecture, "What is a School of Education?", immediately after we had opened a new building. It was an ideal occasion (whether I judged it right or not) to lay out what I had in mind. My lecture had four themes, each of which continues to be important on the agenda of development for

teacher education and educational research. Introducing these themes, I said:

> "I propose to introduce you to a School of Education as a community by focusing on four matters which, albeit in a fragmentary way, capture the reality and the potential, the difficulties and the opportunities such a community has:
>
> What shape has Education as a discipline?
>
> Is responsiveness to government at odds with academic freedom?
>
> Can the commitment to research and to classroom skills training be reconciled?
>
> Can a partnership with the teaching profession be authentic?
>
> Running through answers to these questions are two themes: first, that a School of Education has to be dedicated to the development of professionalism in teaching; second, that student teachers or teacher students who work in the School of Education must develop a capability for innovation. If effective tools of innovation, not merely professional competence, were at the disposal of young men and women we might witness a profound and far-reaching revolution in professionalism" (Sockett, in Gordon, 1988).

I still believe these are questions at the core of what schools of education might be, and so I will now briefly examine these issues retrospectively as a way of approaching the notion of "leading change."

What Shape Has Education as a Discipline?

The short answer is none. Schools of education are Towers of Babel. There is no coherent epistemological statement of what education is conceived as a discipline. The result is that schools of education contain academics with a variety of allegiances, seemingly unable to hold a conversation. That has created powerful centrifugal forces, tearing apart the institution epistemologically. The students,

especially graduate students, are forced to ally themselves in some way with one conversation or another. They become serfs and later squires or ladies in baronies where harsh feudal lords demand allegiance. Conflicts in epistemology are of course conflicts of ideology, defining what research is, what an academic is, what a student is, and so on. And we know that education is not the only relic of feudalism in the contemporary university. But the absence of any serious interest in schools of education in grappling with this fundamental problem is, I think, one good reason why universities should abolish them.

Faced with this epistemological nightmare, what might a dean do? Because of our particular history, we had a dominant voice in our conversation, that emerging from Stenhouse and the Center for Applied Research. It was existentialist, naturalist, and very energetic. I sought to make that voice more audible, by attaching younger faculty to its work, by fostering research and development partnerships, by getting academics in Stenhouse's center into leadership roles in the school's mainstream. Common seminars were devised and the few faculty who had joined us without Ph.Ds were registered within the center. The other primary voice at the time was a conservative, troubled, insecure, uncertain voice, coming from ex-college faculty who did not know their way around, but needed to be helped to their place within that fragile common conversation. They saw educational theory as something of a luxury, regarding teaching as practical common sense, except where they had been immersed in a specific ideology, e.g., developmentalism. I decided to adopt a very high-energy, strongly intellectual leadership role, providing direction and comment. I encouraged my new professorial colleagues to mentor and develop the voices of new faculty. But primarily I provoked a constant debate about mission, which ranged from the philosophical across the continuum of our

> Graduate students... become serfs and later squires or ladies in baronies where harsh feudal lords demand allegiance.

activity right through to our conversations with officials in the local education authorities. Sadly, these conversations were drowned out by national politics on the one hand, and by the problems created by Stenhouse's untimely death on the other.

Is Responsiveness to Government at Odds with Academic Freedom?

So we can turn to the second question: Is responsiveness to government at odds with academic freedom? This is a significant question for it addresses the interface between government, research, professional development and teacher education, and it affected us in three different ways.

First, "responsiveness to government" can be seen in terms of the general organizational and financial status of a university and how fiscal and other policies affect the institution's autonomy and the academic's freedom. My first year as dean, our resources were cut by 25 percent, and in my final year by 19 percent. As a publicly funded university, we had an early retirement plan which ameliorated some of this. But cuts of this kind demand serious surgery. After a bitter period of soul-searching, we ***abolished*** our undergraduate degree, the great treasure we had built as a school from our inception. We had to give ourselves much more freedom to maneuver in highly volatile financial circumstances, rather than be shackled to programs which were costly to run—and to terminate. This was seen by some as an assault on their academic freedom. They saw the undergraduate route to teacher status as essential, they were experts in this field, and their academic freedom (in one sense) was severely curtailed. Resources, whatever their source, influence what we do. What happens in most of our institutions is that we simply maintain the system. Innovations

We ***abolished*** our undergraduate degree...This was seen by some as an assault on their academic freedom.

have to find money "elsewhere." Our experience was precedential in that it showed us as an organization not bound by history, but prepared to reshape our future with ideas matched to existing and curtailed resources.

Second, "responsiveness to government" might mean the extent to which institutions seek research funds from government sources. If governments fund only research topics A and B, should we move to work in that area to be able to get research (of some kind) done? In fact, British government-funded research in education was cut drastically. The center had major national grants in evaluation and teacher education in the 1970s. It looked for other sources, such that it now has international status in the evaluation of police training and education. The school has moved to midwifery and nursing teacher education alongside teacher education, building on my first tentative steps as dean. Clearly, government and external pressures have reshaped a research program dedicated to teacher education initially. They have thereby influenced academic freedom in a serious way.

Does it matter? I have a rather heterodox view of academic freedom (Sockett, 1982). For me, it is meaningless outside a definition of social responsibility. With freedom come obligations, not entitlements. Tenure is not a welfare system. However, unlike those scientists who capitulated to Hitler, that does not mean falling over and waving one's legs in the air when government approaches. It does not mean abandoning an academically sensible agenda, even if pet projects go to the wall. From this base, my attempt as Dean was to create overlapping groups of interests, where there was space for people to move around in their academic interests, and not get so trapped in an obscure line of enquiry that they could not build up a partnership with other academics. This provided, in part, a different focus on the central mission.

So, on the one hand, I believe that we are abandoning our freedom if we simply go where the money is. But, if we were to survive financially, as dean, I had to encourage inexperienced and experienced members of a new school to get out on the streets for research money. The overlapping interest notion was by no means fully implemented in my time: but the general strategy, as a way of avoiding government control of research, was established.

Third, "responsiveness to government" entails public account-

ability. British universities are now subject to league tables. They get grades for their research output, their teaching quality and so on, all of which is conducted through a Funding Council which rewards, or not, success in these fields. In one way, this is a banal view of public accountability, and might seem open to corruption. That may come. But it surely concentrates the mind. It forces those institutions that wish to be regarded as research universities and funded as such to get on with it, to push doctoral students ahead, to publish as quickly as possible, and so on. It also forces institutions to find ways to deal with the non-productive faculty, made easier in our case by the presence of the early retirement plans I referred to. This pressure by government, then, does emphasize the obligations side of the academic freedom equation, although it was too often presented as a punitive measure.

However, the second area of public accountability which was a serious conflict with academic freedom was in what in the United States would be termed accreditation. Government established a national council with considerable power and influence to determine criteria for teacher education curriculum at the initial level. I described these criteria in my lecture as "a second-rate, secondhand list of banalities." Basically this national council, with only one teacher educator, totally ignored the 15 years of promising development at the baccalaureate level. So, rather than articulating and defending a point of view about how to educate teachers, we had to match up to criteria created by politicians and obliging civil servants who thought that past school attendance was a sufficient qualification for determining a teacher education curriculum. This was a much more serious erosive component of our academic freedom than we had anticipated, but we have only the state of educational research, thought, and practice to blame. As a matter of

> The assumption behind what I have said is one of hostility and antipathy between government and university, not partnership in a common cause.

fact, this was the beginning of the most reactionary set of policies ever instituted in education by a democratic government. It led, for example, in 1991, to the secretary of education giving serious consideration to legislating that the teacher should stand at the front of the class. So the assumption behind what I have said is one of hostility and antipathy between government and university, not partnership in a common cause.

None of these endeavors and issues provided any insight or opportunity into the epistemological problem contained in question 1, because so much of our intellectual energy was diverted to survival.

Can the Commitment to Research and to Classroom Skills Training be Reconciled?

Partnership with government was impossible: what of the professionals in the classroom? For most classroom teachers, educational research is a hostile enterprise in which highly privileged people get paid for saying "what a lousy job teachers do." They return the compliment by telling novices to the profession to forget everything they learned in college.

As an institution, we refused to accept that the commitment to research and the commitment to high-quality training in classroom skills were somehow opposed, or that methods teaching was somehow a poor relation. The tradition in the center, with which I and many others agreed, was that schools of education had no real rationale without a strong research and practical concern with the actual work teachers did, with their professionalism. We sought to develop research methodologies which would promote that. There were two kinds of voices which were reluctant to accept it.

First were the methods folks from the former college. They believed that the time and energy needed for effective teaching and supervision was such that time for research was not available. They didn't really know how to get into research, and they saw no reason to. They believed, rightly in my view, that there was very little in the corpus of educational research which was helpful to understanding or improving one's practice as a teacher, as distinct of course from the various schematic templates which were hawked in the marketplace

and teachers wore like ill-fitting gowns. The challenge was how to devise research methodologies which they saw as helpful and which used their methodological capital to best effect, and in that respect Lawrence Stenhouse had excellent ideas.

Second were the hard-nosed positivists. They saw themselves—and they were fortunately very few in our institution—as guardians of some kind of research holy grail. They believed, somewhat quaintly, that values could be separated from facts, that ends could be separated from means and that theory and practice were clearly different things. Armed with this strange if historically powerful epistemological *weltanschauung*, they created for themselves a role in which instruction in the practice of teaching was something to be done by technicians not by researchers.

> The challenge was how to devise research methodologies which the methods faculty saw as helpful.

The division is familiar enough, though it is now more complex. The difference that struck me between the two groups (visible in all countries) was one of humility, an essential ingredient in ***learning***. For the most part the positivists are know-alls, bossing others around, whereas the methodologists tended to see teaching as an exciting adventure with student-teachers and with children. The former inflict chi-squared as a ritualistic punishment. The latter take their student teachers on walking tours.

The dean could hardly change people's world views. For me, the key was to establish how people's strengths can be deployed within the framework of the complete institutional mission. As it happened, the positivists were good salespeople for the institution in faraway places, and spent time on airplanes building our international student body. Many of the methods folks gradually came to find a research future in partnership through the overlapping interest notion I described.

Can a Partnership with the Teaching Profession be Authentic?

This leads us to the fourth question, viz., whether if we were able to find reconciliation between research and teaching classroom skills, could we create a partnership with the profession?

Although we abolished it under financial duress, our excellent baccalaureate degree was one in which practicing teachers and principals were, from the outset, an integral part. As co-teachers on courses, as supervisors with formal rights to grade students, as members of committees running the programs, and—with three academic slots—as full-time faculty within the school for three-year periods, these professionals began to own the degree. That made easier our insistence that undergraduates be linked to schools throughout their four years in our university over and above anything they did for course credit. Most of our undergraduate students spent their lives out of the university living in schools. We expected them to spend year 1 of their degree testing their motivation for teaching. Once they moved into Year 2 (and Part II) of the degree, we treated them as teaching professionals who happened to be students. So we had not merely to bring teachers in, but help our students to go out, and go out ourselves, thereby gradually dissolving the sense of IN and OUT, and building firmly grounded partnerships. And these relationships were discussed in books and articles co-authored by academics, practitioners and students.

But this direction for change is not easy to make. The problem is the creation of a strong identity of interest between academic and practitioner in the education of children and teachers when the institutional forces set them at odds, and the culture of school and college are so different. Changing the rewards and recognition system within the school of education is important. Very important to me was bringing children into the buildings: for example, we hosted a preschool playgroup from a poor

housing estate and paid for their transport daily. This kind of activity provides a focus, a sense of respect for children who are, at the end of the day, the purpose of the business.

Outside the school, one essential part of the dean's responsibility is taking the redefinition of the school of education into meetings of deans, and talking to them about the issues non-defensively and arguing for the distinctive contribution a school of education makes, an issue on which John Goodlad (Goodlad, 1990) has written with such insight. At another level, it is about getting recognition at the top levels of the university for these partnerships, by getting the detail into the internal media circus of the university. For, once the university as an institution takes pride in its school of education, especially recognizing its role in the community, the task of enhancing professionalism is made easier.

Conclusion

At the University of East Anglia, I was directly involved in the creation of a new school. I was extraordinarily privileged. I learnt an immense amount about politics, about friendship and about professionalism. It may be a matter of temperament and commitment that I was able, I think, to have some significant successes and only one or two failures. Obviously external circumstances can support or destroy a dean. But my view of the role, reflected throughout my career, is that public education is such a wonderful ideal that we can brook no obstacles to making the changes and transformations needed to realize it.

References

Sockett, H.T. (1988). "What is a school of education?" In Peter Gordon (ed) *The study of education: Volume III: The changing scene*. London: The Woburn Press.

Sockett, H.T. (1976). "Academic freedom and social responsibility." Inaugural lecture, the New University of Ulster.

Goodlad, John I. (1990). *Teachers for our nation's schools*. San Francisco: Jossey-Bass.

What Deans Do:
A Reflection on Reflections

Nancy L. Zimpher

This chapter is organized around the reflections of three deans during their tenure at three unique but, in many ways, relatively similar schools or colleges of education. Drawing from their reports, I offer an analysis first of the substantive agendas each dean envisioned for his education unit. Second, an analysis of the context is reviewed, including a discussion of the conditions that appeared to enable and mitigated against achieving the goals each sought to achieve. Then, thirdly, to the degree each dean shared some aspects of himself in his portrait, I reflect on their reflections about themselves as deans. Beyond their observations, however, I also offer my own perspective on agenda-setting and the factors I observe daily that contribute to or deflect from the initiatives that constitute my own current experience as dean.

What Deans Do: The Agenda

The Reflection

It appears by self-report that all three deans came to their deanships wanting to make a difference, not only as successful leaders in the general category of "university administrators," but surely as intellectual and inspirational leaders of an organization whose work was vitally important to them as individuals and as professional educators. All three have had considerable time to reflect on what

worked and what didn't work, and have shared their observations with us in considerable detail and with a humbling capacity for critical self-reflection. Further, all three deans appear to have been operating within institutional contexts wherein the teacher education unit was either historically prominent in the field (true for both the University of Arizona and the University of Missouri), or in the case of the University of East Anglia, enjoyed the support of the university in the creation of a viable three-unit merger to become a new school of education. As a consequence of such standing generally, these three deans seemed in my view rightly optimistic about what could be accomplished in their institutions as a result in part of their leadership within the education unit.

As a beginning point for analysis, I offer a summary of the agendas of each of the three reporting deans in an effort to be more analytical about how a dean establishes an agenda, and where we might see gaps or extensions of that agenda. Whereas two deans' agendas were articulated to some considerable degree by others, as was the case for Fenstermacher and Sockett, Eubanks appears to have designed his own agenda around his conception of a learning organization. In Sockett's case, the agenda had important structural dimensions, since the proposition that a formerly denominational college was targeted for merger with the existing University of East Anglia college of education and its Center for Applied Research in Education. Further, the merger was to result in a new school of education, presumedly with a new and innovative educational agenda. Within those boundaries, however, it would appear Sockett had some latitude. Sockett's framework for a new vision appears to have emanated from thoughts outlined to his faculty in an inaugural address upon his appointment as chair some years before. As such, Sockett was concerned about defining education as a discipline of study, epistemological disputes that he believed had impeded educational practice in the past, cleavages between the world of practice and more theoretical work, and issues related to the ultimate unification of the profession and particularly relationships between universities and schools.

Beyond the expectation of merger for Sockett's institution, it would appear that only Fenstermacher's specific agenda was one rendered from "on high." According to Fenstermacher, the University of

Arizona's president had a very explicit agenda for the college of education: structural realignment, centralization of the college budgeting process, redesign of the teacher education program, and substantive revision of the graduate programs including enhanced research and scholarly credibility for the Ph.D. program.

All three deans sought to achieve greater organizational reliability—that is, helping faculty and staff function more effectively and more responsively to their constituents' needs. This was surely reflected in Fenstermacher's proposed structural changes and in the centralization of the budget, and was a primary organizer for the merger of three administrative units in Sockett's institution. Organizational upheaval was reflected as well in the consternation experienced by loss of faculty positions and budget reductions at Sockett's institution, and by the resistance Eubanks encountered from senior faculty and impervious organizational structures. Eubanks observed, "It may be that fundamental change in schools of education can only occur through individual departments."

All three deans sought to achieve greater organizational reliability—that is, helping faculty and staff function more effectively and more responsively to their constituents' needs.

The assumptions behind the structural changes pursued by Fenstermacher and Sockett were undoubtedly similar to Eubanks' desire to change the organizational gestalt of the ed school through the creation of some type of "learning community." Eubanks specifically sought to create a kind of learning organization that would accurately reflect reform conditions occurring in effective K-12 schools. He uses this metaphor, or the attributes of a learning community, not only to chart goals for the future, but also to organize faculty and student discourse to achieve these goals. He also was committed to making the linkages with the schools more effective, forming partnerships for the conduct of the college's preparation and research pro-

grams. Such relationships were a central question in Sockett's reflections, as he probed the possibilities of realigning teaching and research within the academy with the actual work that teachers did as professionals. In contrast, the revisioning of the college of education at the University of Arizona had less of a flavor of external involvement, reflecting more heavily the internal disputes of the faculty of the college with those of the dean and the central administration.

Eubanks also made explicit his commitment to recruiting and retaining a more diverse cohort of prospective teachers and college faculty by race, class, and gender, and attested to the critical need for school and college curriculum to address important issues in this area. By Fenstermacher's report, he organized much of his agenda around the recruitment of minority students and faculty, and issues of salary equity and promotion for women. Thus at least the two American deans made equity an explicit anchor of their reform agendas. References to cross-cultural recruitment and hiring, or curricular redesign, were not reported in the Sockett profile.

While each of the three deans sought to re-mission their ed school, the articulated agendas appear somewhat fragmented, and less whole cloth, than those currently advocated by Clifford and Guthrie, Goodlad, and the Holmes Group.

Different from the others, although Fenstermacher's preparation as an educational philosopher ensured the same interest, Sockett acknowledged certain epistemological issues as part of the dilemma of reforming the ed school. Through a fundamental probe of the nature of the discipline of education, or the absence thereof, Sockett cites the confusion experienced in the field broadly and in his own institution in its attempts to create an intellectual frame for the field. Eubanks expresses frustration around this same issue, disguised in more practical terms as "we were never able to develop a common sense of purpose."

In fact, as Fenstermacher reflects, his own epistemological stance may have been a source of frustration to others, emanating from his own description of a troubled tenure compounded by "my own messianic stance" and a "sense of moral rectitude."

One assumes that "common sense of purpose," if Eubanks had gotten his way, would have been around professional preparation and school renewal. Focus on initial teacher education was an issue already resolved for Sockett, as his institution eliminated the costly undergraduate program in favor of advanced programs in professional development, research, and service. For Fenstermacher, the redesign of the teacher education program appeared to be very important, although a far second to issues of restructuring, budgetary realignment, and disputes over faculty governance and the redistribution of faculty work and responsibility. Still, Fenstermacher's interest in faculty engagement in the curriculum and faculty scholarly development appeared to serve the improvement of initial and advanced educator preparation program agendas.

The Analysis

While most aspects of these agendas have a ring of familiarity, especially given the acknowledgement by all three deans that the '80s were an important period of redesign for ed schools, the discussions of the past several years (Clifford and Guthrie, 1988; Goodlad, 1990; the Holmes Group, 1995) echo concerns of Smith (1980), Judge (1982), and Howsam et al (1976) about the process of failed mission in our nation's ed schools. While each of the three deans sought to re-mission their ed school, the articulated agendas appear somewhat fragmented, and less whole cloth, than those currently advocated by Clifford and Guthrie, Goodlad, and the Holmes Group. While Eubanks advocates simultaneous renewal for ed schools and K-12 schools, he gives only a brief outline of what the attributes of a so-called learning community might really mean as applied to the ed school. In the accounts by Fenstermacher and Sockett, major structural problems supersede the substantive focus, although both deans labor to unravel organizational and epistemological differences. Still none of the three deans advocate a whole-cloth revisioning of the ed school toward a more profession-driven entity.

Looking at the past three years of my deanship's large-scale restructuring initiative, and reflecting considerably on the need for ed schools to rediscover their professional roots, I see a multi-dimensional agenda. Like the three deans reporting herein, I can only reinforce their assessment of the complexity and duration of such a transformative process. Thus, while I advocate the attributes of a true professional school of education, realizing such renewal is surely a long-term goal.

> There is a real role for academic work in learning to teach.

1. The ed school must embrace the preparation of educators as its primary focus. While this does not mean that other educators and educational entities cannot be included in the ed school agenda, the commitment to teachers is essential and not secondary to these other educational agendas.
2. The preparation of teachers must be viewed as the joint responsibility of ed schools and the practitioners and schools receiving new teachers. While practitioners will embrace this new partnership over time, they are not likely take the lead. Ed schools must.
3. Practitioners and teacher educators, alike, must be comfortable in the dual and often incompatible worlds of academe and schooling. Legitimate roles must be created for teachers to serve as clinical faculty in higher education; and professors must be made to feel like legitimate partners in elementary and secondary schools. This assumes that ed schools will begin to hire new faculty who believe in the importance of situated research and service as a legitimate part of their work.
4. The curriculum for initial and continuing teacher preparation must be jointly derived from the rich research base of the academy, and from the practical theories of school professionals. Further, the curricu-

lum must be triadically organized. There is a real role for academic work in learning to teach. Much research has been conducted that reveals best practice, which should be read and understood by prospective teachers.

But reading alone will not inform practice. Understandings about teaching and learning should be situated in the simulated conditions possible only through interactive computer/video case analysis, video practice teaching, electronic links to actual classrooms for diagnostic purposes, and evolving forms of virtual reality. Then, importantly, actual classroom practice must follow or be integrated into preparation programs, but only in the company of experienced and expert veteran teachers, capable of articulating warranted practice to achieve effective educational results.

5. It must be abundantly clear to ed schools that the products of their research and development, experimentation, and new practice are directly linked to making a positive difference in the learning lives of children, youth, and families. Enhanced school and community understanding of these differences and measures of achievement are central to ed schools' recognition as legitimate partners in school reform. Such recognition will filter back to the academy, as positive changes in schooling, teaching, and learning begin to be recognized by the public, and by policymakers as directly linked to the work of ed schools.
6. Ed schools must lead the way for teacher education and schooling to become an all-university agenda. One approach is obvious. All teaching disciplines, and especially those housed in the traditional arts and sciences, must understand the critical link between teaching and learning in their discipline and the ways prospective teachers come to understand and use discipline knowledge in teaching school-aged youth. Further, as these disciplines influence what gets taught in elementary and secondary schools, that influence must address notions of meaning-making and applied academics that make acquiring knowledge at every age group an applied endeavor. In this way, many of the disciplines and programmatic units of the campus

can come to a vision of partnership with schools that will ultimately enable the agendas of both entities.

While this multi-dimensional agenda is evident in aspects of all three profiles rendered by these former deans, their agendas ultimately appear only partially anchored to the broader agenda of professionalizing schools of education and building greater professionalization across the field. This is largely attributable to new discourse about the future of ed schools since the reform era of the '80s. To some lesser degree, it is likely that more discussion on this vision could have been a part of each dean's profile except for the necessary space given over by all three of them to contextual factors that made change in any direction problematic.

The Context for What Deans Do

The Reflection

While each dean was self-critical and modest about his own accomplishments, they also pointed to some agendas that worked and a number of forces that mitigated their success. These self-assessed accomplishments and disappointments can be stratified into contextual conditions internal to the school or college, and those external to the college but within the institution along with the external contexts of schools and government.

The Internal Lens—Fenstermacher experienced an early sense of support and enthusiasm for change. He was a welcomed candidate to the University of Arizona campus, thus arriving in a context of espoused willingness to embrace a change agenda. While the degree of familiarity of the faculty with the central administration agenda was not cited, Fenstermacher appeared to embrace the president's agenda for change. Such could also be said for Sockett, in that the intention to merge institutions was made explicit from the beginning. Further, Sockett served in a close advisory role to the interim dean in advance of his actual designation as dean, to facilitate a smooth transition in the leadership of the merged entity. In the case of Eubanks, we are given no indication of the context for his appointment; only that he struggled for a starting point, learning only later that the agenda was probably too big and too complex for any one dean's term: "I now realize the road to substantive change

was a long and difficult one; probably longer than the life of this dean," said Eubanks.

Each dean also assessed success and failure distinctly. For Fenstermacher, the deanship was a period of transition, from Camelot to Chechnya: "For the first two years, the massive changes being made seemed to proceed in a spirit of cooperation." The context was transaudient however, wherein, "Camelot had become Chechnya, a battlefield over the manifest issue of whether the dean should stay or go." Fenstermacher's attitude, by his admission, was zealous and critical; saving ed schools from their near-certain demise was a central goal for him. Assuming a posture of challenging faculty over future direction and attacking problematic practice were all part of assuming responsibility as a change agent. Instead of a receiving environment of intellectual honesty, Fenstermacher believes he encountered resistance, erosion of support, and loss of friendship over challenges to faculty comfort and current stability.

Internal conditions exacerbated by the structural reorganization made it difficult for chairs to be successful in the new organization. Thus the dean lost their support and ultimately lost the vision of a restructured organization as departments backpeddled into their prior format over the several years of the change strategy. As the dean's agenda, and the dean himself, fell into disfavor with faculty and administrators, the possibility of real change was compromised finally by the resignation of the primary change agent: the dean.

Sockett's reflection was less tempered by personal style, but was equally challenged by differences of an intellectual, epistemological and political nature. Sockett likened academic behavior to Balkan states, reporting frustration in the rigidities of ideology, definitions of research, and disciplinary boundaries that made functioning as an integrated professional college particularly challenging. Sockett's attempt to confront these estrangements resulted in an air of frustration, as moves to integrate the faculty and its work fell apart as a result of internal losses and external conflicts.

Resistances encountered by Eubanks were of a different nature yet. His seemed mostly in the arena of re-envisioning a school of education. His metaphor, the learning community, assumed that faculty would be able to more effectively shed their own parochial views of culture, their propensity to work as isolated individuals and not as

teams, the superficiality of their efforts to change structure, and the irrationality that accompanies changes that displace faculty from familiar ground.

External Conditions—While the similarities of disillusionment are striking in the above summary, the external contexts of each dean were quite different. In hindsight, it looks mostly with regard to the Fenstermacher case, that the change agenda as articulated by the president became unmanageable outside of the college because of the inability of central administration to make changes or accommodate changes being made within the ed school. So, interestingly, as difficult as it is to change on the inside, it is even more complicated when outide suppliers cannot accommodate changes they wanted accomplished. What an irony!

In the Sockett case, it seems the government was ambivalent to changes in the ed school, as the dilemmas of serving two masters, one an intellectual and academic interest and the other a government interest, became so diverse as to not complement one another. Sockett too was haunted by internal resistance from faculty and students, by financial exigencies that plagued the other deans as well, and by conflicting views of the worlds of academe and practice that seemed antithetical to some members of his college.

This is a familiar theme with Eubanks as well. His whole notion of the ed school as a learning organization was one he hoped would mirror best practice as encountered in effective schools. While he hoped for a high-performance learning organization at home, he struggled to get faculty to recognize this as a desirable outcome for themselves much less their school colleagues.

Still, these three deans were to some degree efficacious. Fenstermacher looks, rightly so, at performance measures that any self-respecting dean would be proud to have accomplished: a terrific record of new hires, increased visibility for the college's research accomplishments, increased funding, enhancement of multiple equity agendas, including increased minority enrollments, more equitable distributions of load, and extensive renovation of facilities.

While epistemological conflicts were not resolved under Sockett's tenure, he was able to raise awareness of the issues polarizing interaction within the college and with practitioners. New faculty were hired with an energized vision of their role in the academy and

the profession. The important balancing act of serving government while maintaining a degree of intellectual honesty were made manifest in the new school's agenda. Efforts to ameliorate estrangement between academicians and practitioners were enacted. While Sockett's report gives us little of the particulars of these accommodations, we do have the sense in his summary that he believed some progress had been made on each of these fronts.

Like the others, Eubanks' self-criticism is pointed. While he did not say so directly, surely we could assess one of his accomplishments to be the creation of an intellectual and visionary frame for reform of the ed school. The learning community notion is provocative and enjoys the obvious viability of a lens appropriate for simultaneous renewal in ed schools and P-12 settings alike. But the frustration Eubanks encounters in his revitalization effort is unmistakable. He sees the organization as at times irrational, resistant, self-interested, organizationally entrenched, remote from practice, and finally, immovable. Having transaudient now to a faculty appointment in a departmental structure, and apparently seeing some of his ideas come to fruition in that context, Eubanks' retrospect concludes that perhaps change at the college level is all but impossible. Local level change, say at the department level, is more doable and, he ventures, is perhaps rightly the appropriate unit of analysis for ultimately changing ed school practice.

The dean may really be, as Fenstermacher notes, the person in the middle.

The Analysis

It is really difficult to put on a critical lens in the face of such self-effacing candor about what's possible in the deanship. I too have found the role incredibly complex, and as our colleagues so graciously acknowledge, interdependent. The dean may really be, as Fenstermacher notes, the person in the middle. You can't do "it" without strong support from central administration; you can't do it either

without strong support from within the ranks of the faculty. Yet to gain the support of both parties simultaneously requires potentially a conflict between agendas, actions, strategies, and incentives, so much so as to make progress unrecognizable.

With that acknowledgement, let me take of a few of the issues raised by our three reporting deans. The first is Fenstermacher's question: Is reorganization really necessary? I say no! Repeatedly we have talked at OSU about the concept of "restructuring" (the operative word for institutional change at OSU), and repeatedly I have said, it's not about structure; it's about programs, purpose, and mission. Only as these agendas are resolved will structure make a difference, and only then if the changes really facilitate new directions in mission. But it's a hard sell. For years, institutional change across universities has been about shifts in departmental structure, naming and remaining entities, and realignment of administrative function. The argument by Fenstermacher that organizational shifts are to some degree "attention getters" is provocative and worth reviewing. But in the final analysis, I believe the dean's responsibility is to keep the faculty's eye upon the issue: new purpose, new constituencies, new needs. And then and only then, new structures.

Secondly, what is the source for institutional revitalization? While much of the angst reported in these reflections is internal, there are many pressing external issues that cannot be ignored. Both Sockett and Eubanks address them, though in different ways. Contemporary organizational literature poses external forces as an issue of quality—that is, continuous quality or total quality management. These constructs have at their core the notion of organizational response to customers and clients. Thus, there should be participation in the discourse early in ed school's revisioning process by important constituents: practitioners in elementary and secondary schools, others who serve in educational support

What of style; does it matter? Yes, they say.

roles, social agency representatives and other professionals whose work is defined by societal need, community constituents and representatives from business and industry, and finally civic leaders from local, state and national government entities. Little direct mention of the elaborate array of important constituent groups was noted in the text.

Finally, can deans see the future? I find the visions put forward in these three reflections and my own analysis still far away from the notion of the university of the future. None of us is dealing yet with issues that will confront us 20 years from now: references in the popular press to "virtual universities;" the issue of alternative service providers, people preparing educators outside the context of the academy; or institutional networks where credit is offered through some consortium arrangement of schools and colleges. This is only a flavor of the undiscussables; the issues that will define future deliberations if universities are to reinvoke their social contract with the public. In short, public discouragement with higher education, let alone the disappointment of public schools with ed schools, will define our future discourse in ways not even hinted in these papers.

Who Is the Dean: A Personal Profile

Again, I applaud these deans for their capacity to become more self-reflective about their role. Revisiting for a moment some of what we learned, a la Fenstermacher, ***context*** is everything. While not overstated, it is clear that the issue of goodness of fit is critical. That is—what does the institution seek to do; what are its traditions; what is its future niche; and what kind of person, with what ideas and what style, could best serve such a set of conditions, contexts, and mission?

What of style; does it matter? Yes, they say. Tolerance for ambiguity goes without saying. The ability to work easily and patiently with a resistant faculty—critical, they say. Constant reiteration of the agenda, reinforcing new ways

of doing business—absolutely necessary. The ability to serve multiple masters simultaneously, a must: with the university, inside with colleagues, with central administration, outside with practitioners and policymakers. The ability to endure a long-term agenda; realistically, long-term and significant change may be beyond the scope of any one dean's tenure.

Thus the question, what can one dean do? I have participated in forums where I am asked about this very issue. As such, I summarize very briefly some aspects of the context in which I work, and leadership principles that I believe guide my work.

The environmental observations that frame my perspective are those that characterize life at Ohio State University. I work in a comprehensive research/teaching institution with 23 colleges. My role as dean is to keep the college of education competitive in that environment. I am asked to be a good, cooperative citizen in a competitive environment, so I must be mindful of how my college's agenda contributes to the whole and how I can work effectively with other colleges, not just my own. Deans on my campus, as elsewhere, must keep numerous plates circling in the air simultaneously:

1. The concept of "on my watch" is frightening, but nonetheless understood; if it happens on my watch, I'm responsible.
2. I must be an ambassador for the institution and the college, speaking often and strategically to multiple audiences, some of my choosing and many of the upper administration's choosing.
3. I am a professional touchpoint, given the significance of my institution as an important player in any of the various field represented in the university.
4. I am the central fundraiser of my academic unit, and will eventually during my tenure devote upwards of 50 percent of my calendar each week to major donor solicitation.
5. Committees stick to me like flypaper. I never say no (a fundamental flaw in my leadership style); thus as a consequence, my calendar is triple-booked all the time. I often disappoint people. I often change my calendar. I often re-book flights. Dealing with ambiguity and parallel planning are a way of life in the OSU environment. There are constantly multiple agen-

das that create conflicting planning agendas and many conflicts in time management. Setting priorities or limiting goals to a reasonable set is a continuing challenge for me.

Finally, certain theorems continue to apply:

1. If you want a job done, give it to a busy person;
2. Just because you can do it best doesn't mean you have to do it;
3. Anything that can go wrong will;
4. I've got choices: I can either do deaning **or** I can do the mail...e-mail...voice mail...faxes, etc.

Within this organizational environment, I have followed, to the best of my ability, the following leadership principles:

Principle #1: "You've Got to Have an Idea."

A long time ago, my mother taught me that to be in charge, which I like to be, you have to have an edge. I interpret that as an orientation toward problem-solving that allows you to arrive at solutions to problems, just in case no one else has an answer. While my answers are not always or even usually right, I have no shortage of responses to problems. I tend to see the creative side of a problem and my solutions tend to be just a little on the loose or provocative side. If I'm working with really competent people, they can take those tidbits and typically make them into respectable strategies to problem-solving and proactive behavior.

Principle #2: "If you get people talking about an issue, there'll be a good idea in there somewhere!"

In comparing my actions relative to the restructuring of the college of education at The Ohio State University to that of other deans' experiences across the country, my approach has tended to be something different from "Moses and the Tablets." In other words, I have chosen not to outline a very specific plan to which faculty, staff, and students could respond, but to set out a framework for the dialogue around which good and thoughtful people could fashion an agenda; one that would provide an organizer for substantive direction in the college, but would also provoke more ownership for the agenda as generated by a broad-based and participatory decision-making structure.

Principle #3: "Personal Style Goes a Long Way."

I operate with the personal and stylistic talents that I have used all my life. I am generally a person who takes the upside; positive perspective and approaches work with a relative degree of enthusiasm. I strive to be good-natured, sensitive, civil, gracious, and I try at all cost to exercise a well-honed sense of humor in all I do. I do not, however, lack for directness, which undoubtedly gives me somewhat of a sharp edge I should attempt to curb a bit!

Principle #4: "Create a Process."

I see the organizational entity of the college as a family, or a corporate structure, wherein my job is to find ways (processes) for creating a forum for the membership of this body to participate in the planning and operation of the entity. This rule of thumb holds true for me whether I'm working with a small team project or a very diversified structure, such as the college. As such, my goal is to enfranchise faculty, students, staff, and professionals in the field into the governance of the college. I use such formats as town meetings, forums and small working groups to foster this approach to problem-solving. Because for many people, numbers present complexities too hard to handle, I usually draw out a design for process that shows how all can be involved at one level or another in the planning process. I also identify timelines and products, the net effect of which is that I hope people see that the investment of time will foster both participation and productive action.

Principle #5: "Who Holds the Pen?"

While I believe deeply in broad participation and try to foster idea generation as close to those who will actually carry out a plan, I always find a way to "hold the final pen." I like to be a part of the writing team, so that my editing hand can be at work with others. I may lose some of the substantive arguments, and would surely not insert ideas that had no opportunity for review by others; I do reserve the right to try to influence strongly final documents.

Principle #6: "Above All, Be Happy!"

Related to personal style, but a principle above all other principles, is that I want to like what I do. I see what I do professionally as very blended with my personal life. If my professional life ever becomes so intrusive that it endangers my personal life, I will choose in favor of my personal happiness, and the happiness of those around me—which I consider myself the guardian of. It is my plan to enjoy what I do and to date, I think that merging the two is working fairly well. I hope this continues to be the case.

References

Clifford, G.J. & Guthrie, J.W. (1988). *Ed school: A brief for professional education*. Chicago: The University of Chicago Press.

Goodlad, J., Soder, R., & Sirotnik, K.A. (Eds.) (1990b). *Places where teachers are taught*. San Francisco: Jossey-Bass.

The Holmes Group (1995). *Tomorrow's schools of education*. East Lansing, MI: Author.

Howsam, R.B., Corrigan, D.C., Denemark, G.W., & Nash, R.J. (1976). *Educating a profession*. Report of the Bicentennial Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education, Washington, DC.

Judge, H. (1982). *American graduate schools of education: A view from abroad*. New York: Ford Foundation.

Smith, B.O. and others (1980). *A design for a school of pedagogy*. Washington, DC: U.S. Government Printing Office.

The Dean, or the Tiger?

An Epilogue

Richard Wisniewski

In thinking about the future of colleges of education, I am reminded of Frank Stockton's "The Lady or the Tiger."[1] A hero faces a terrible choice. He is in an arena confronted by two doors. Behind one door is his true love; if he chooses that door, they live happily ever after. Behind the other door is a tiger and a rather different fate. The tale sometimes comes to mind when strangers visit my office. There are four doors in my office, three of them in close proximity. More than one person on leaving has opened the door to a closet. Whenever this happens, the lady or the tiger pops into mind.

Prognosticating the future of colleges of education is akin to opening the wrong door. All of us, including those who say they are futurists, know as much about the future as our rearview mirrors enable us to imagine, according to Marshall McLuhan's wonderful metaphor. We can, of course, identify and project trend lines. We can describe what we perceive to be "sea changes." Short-term predictions can even be right on the money, but projecting much beyond a few years is chancy.

Nonetheless, I suggest where we may be heading in the next 20 years. The best part about doing so is that one is free to speculate without dwelling on issues, trends, politics, or demographics to enhance the case. The papers that comprise this monograph offer much to ponder. Gary

Fenstermacher reminds us of the slippery slope confronting leaders. Eugene Eubanks' ideas would certainly change the culture of a college. And Hugh Sockett's experiences in England confirm that teacher education is a subculture that transcends borders.

I admire their ability to make good things happen. They have demonstrated that leadership and risk-taking are synonymous. Like them, I want a positive future for colleges of education. I am proud of efforts at my university to create a new college of education. I want to be optimistic, despite much evidence to the contrary.

The First Door

I try the first door. I know instantly that I made the wrong choice. What I see is not a pretty sight. The old college of ed we love so well is no longer a college. It is now a department or program scattered across the campus. Downsizing at universities separated programs with distinction from those with little promise. Hard-fought decisions determined which programs would thrive and which would wither. The criteria establishing distinction were bent in the direction of technology and commerce. The humanities and the social sciences took a beating.

Colleges of education fared especially poorly. Twenty years of constriction in university resources fueled the subliminal anti-education bias on campuses. The high priests chanted that colleges of education had little to offer. Status and elitism drove decisions as much as fiscal imperatives. The education faculty is much smaller than in the 1990s. Retirements in education were systematically transferred to more prestigious programs. Once teacher education was devalued, the need for related programs diminished as well. Selected graduate specialities that had ridden on the back of teacher education for decades were eliminated. University commitments to K-12 education were revealed to be shallow. Nonetheless, teacher preparation remains a university function since it can be done cheaply and meets a market need.

Because institutions change slowly, some universities did not eliminate their colleges of education. While downsized, they were not reduced to the departmental or program level. A few prestigious colleges prospered, because of their high status, but not necessarily their practices. Atrophy, however, characterized the majority.

Most education faculties perpetuated archaic instructional practices into the new century. Their colleges moved more and more into the backwater of the academic enterprise, demands for and opportunities to reform programs were ignored. Progressive faculty members were overwhelmed by the inertia of the majority. Too many faculty members refused to collaboratively link with the field. They did not create professional development schools. They did not join in the cause of preserving public education. They did not produce the scholarship requisite to their professorial roles. They did not demonstrate the changes in organization, pedagogy, or assessment they hypocritically urged on K-12 education. They did not demonstrate what they know better than any other field: the pedagogies that make learning more than passive sitting, listening, and occasional speaking. The practicing profession finally gave up all hope that colleges of education would "practice what they preach."

This is not surprising given normal faculty and university reactions to change. Indeed, education faculty are not much different from colleagues in other disciplines, but education has always been far more open to public scrutiny. The 1990s and beyond were not normal times. Efforts to privatize institutions became more than political rhetoric. The 1994 election was replicated time and again over the next two decades. America's democratic values became ever more tarnished. With each new cycle of governmental downsizing, the commonweal became ***less*** and less a concern. The insistence that private organizations could do everything better reached the point where colleges of education become vestiges of what they once had been. Perhaps they would survive another decade or two, but their future beyond 2015 could only be described as bleak. These same trends threatened all of

By 2015, all teacher educators are competing with alternative approaches that supply half of the nation's teachers.

higher education and schools of education were only the first major casualty.

By 2015, all teacher educators are competing with alternative approaches that supply half of the nation's teachers. Some alternatives are operated entirely by school systems and are nothing more than apprenticeships. Others are entrepreneurial. Some alternatives are blended with campus components because of the enlightened leadership of Secretary of Education Wendy Kopp. Whatever their form, new approaches ended the monopoly enjoyed by colleges of education. The professors still employed pine for the good old days, the 1990s.

Behind this door, teacher educators are low on the food chain.

I exit quickly but locking this door is not possible. Ample evidence exists that far too many education faculty have not responded to reform mandates. They are not players in the many challenges directed at our profession.

As much as teacher educators would like to close this doorway, there are forces at work that will keep it open—forces that will herd our ranks through it. This is certainly the door that hides the tiger. I was not devoured only because of a lull in the feral carnage. Behind this door, teacher educators are low on the food chain. They are on—not at—the dining table.

The Second Door

Opening the second door, I blanch. What I see is all too familiar. Our ivy-covered and grimy college buildings are still standing, only a bit worse for wear. The undergraduate and graduate programs are humming along with students doing what students do, with professors grousing about the difficulties of being a professor, classes and committees meeting, proposals developing, studies continuing—all the things we now experience are much in evidence.

Computer and multimedia usage is more pronounced, and visitors are still obligated to see the latest noncompat-

ible equipment. Collaboration with schools is stronger with the number of professional development schools increasing over the years. Nonetheless, the majority of professors still refuse to work closely with colleagues in the field. Genuflecting to disciplinary groups is of higher value than serving the practicing profession. Scholarship remains particularistic and distant from the missions of the college. The national accrediting body that links teacher education with the practicing profession is still shunned, hence most ed colleges are not nationally accredited. "Telling" rather than "doing" is still the pedagogical norm. The reform-oriented Holmes Group is in its fifth iteration and still debating its future. Indeed, every college of education belongs to a reform group of some type, thus equating membership with actual reform. The gap between the rhetoric of change and actual change has reached absurd levels. Everything is apparently much as it is today.

To those reforming teacher education, contemplating a future where so little has changed is devastating. Colleges of education are still not practicing what they preach in this scenario. While programs, productivity norms, and relationships with the field are "better," they are still essentially the same. Efforts to reform colleges apparently achieved little over the years. The culture of colleges in 2015 seem much like what we know in 1995.

To those who hope that all of this reform nonsense would go away, what a wonderful future! It sounds comfortable. Our pensions are secure. What more could we ask? For much, much more! This is not my kind of future. It is not as bad as being eaten by a tiger, but a continuation of the status quo is flat-out depressing. The payoff for much hard work in effecting reforms seems minuscule. This door needs slamming and bolting! I do so and walk away muttering.

The Third Door

Opening the third door will not be a surprise. Here is the good news, especially for those who see themselves as reformers. As soon as we open this door, we are bathed in light. One is reminded of movies where, when God speaks, great beams of sunlight strike the lucky supplicant of the Word—or of science fiction movies where the spaceship hatch opens and brilliant light simultaneously reveals and hides the aliens therein. There is hope for all of us *if* education facul-

ty recognize that the ***only*** positive future likely to emerge is dependent on major changes in the pedagogy, staffing, scholarship, programs, and outreach activities of professional schools. The changes needed will dramatically challenge the fragmentation of learning that the U.S. university has brought to fine fettle.

Reforms ***will*** occur ***if*** we recognize that we must practice what we preach in our admissions and instructional assessment processes; ***if*** we move our clinical instruction into field settings, working side by side with interns as they prepare for our common craft; ***if*** we utilize the technology to individualize the teaching/learning process; if we link ourselves tightly with the profession; ***if*** we demonstrate what we know about teaching/learning/assessment—rather than merely replicating archaic university practices. Reform will truly be achieved ***if*** we say in concert that some teacher education institutions should be out-of-the-business rather than winking at standards and quality as we have done for decades…***if***, ***if***, ***if***.

The ***only*** positive future likely to emerge is dependent on major changes in the pedagogy, staffing, scholarship, programs, and outreach activities of professional schools.

The odds of most of these things happening are not good. We only have to look at our track record, to look in our rearview mirrors. Yet, teacher educators talk incessantly about change, perhaps more than any other group. We are well-meaning people and we talk about the need for change, we talk about the need for change, we talk about the need for change…. As Michael Fullan says, we have reduced "Ready, Aim, Fire" to "Ready, Ready, Ready…." Despite our change rhetoric, we replicate programs and activities that are far more rooted 100 years in the past than even one year into the future. In this respect, we fully meet university norms.

On the Threshold of the Future

Despite the odds, I join those who insist that the third doorway is the only one through which to pass. To be realistic, this door is not as large as the others. Not enough of us are ready to march through it. Indeed, change is painfully slow because those struggling to reform colleges of education must carry the weight of many not moving in this direction. Or do we? Perhaps the time has come to cut our losses? Not every college of education can have a positive future. In any college, some faculty are ready to move, many others are not. Have we not acquiesced over and over again to the nay-sayers on the faculty? In our associations? Have we not tried to encourage innovation for decades? Why not admit that many in our field are incapable of changing practices and move on?

Those struggling to be responsive to changing needs, those are the faculties and institutions with a positive future. They are our hope. I hate to quote a Ross Perot line, but it really is as simple as that! The progressives among us are hindered at every turn by colleagues unwilling or unable to change practices. They appear determined to drive us through the less desirable doorways. They make it even harder to deal with the social and political forces confronting us.

There may be other possible futures, but I do not see them in my rearview mirror. The best I can offer is three possibilities. The downsizing option is terrifying, not because of the fate of teacher education but because of the political and societal forces that would parallel our demise. The status quo doorway is the most discouraging. An analogy would be a jazz fan condemned to an eternity of Lawrence Welk music.

The status quo doorway is the most discouraging. An analogy would be a jazz fan condemned to an eternity of Lawrence Welk music.

I am reminded of Scrooge who asks whether what he has been shown by the ghost of Christmas future are

things that must be, or things that can be changed. I believe that organizational and pedagogical changes are possible in colleges of education and that they ***must be greatly accelerated***. If one looks back over the past 10 years, one gets a fairly good sense of the future. For those who believe that the ferment of the past decade has revealed positive ways to fundamentally change higher education practices, then we can have a positive future. If we continue to acquiesce to those who find it impossible to respond to the need for reform, it is going to be a gloomy door through which most will pass. And this prognosis applies to other disciplines that may feel smug about education's travails.

The tiger is growling—and it ain't a pleasant sound.

References

Stockton, Frank R. (1884). *The lady, or the tiger? And other stories*. New York: Charles Scribner's Sons.

About the Authors

Larry S. Bowen is the university professor of education and public policy of the Graduate School of Education at George Mason University (Va.). He served as the graduate school of education dean from 1978-91. Prior to joining GMU as its education department chairperson in 1975, he directed the Southeastern Louisiana Laboratory School and was on the faculty of the University of Virginia. In 1985-87 he served as president of the Virginia ACTE.

Eugene E. Eubanks is a professor in the Division of Urban Leadership and Policy Studies at the University of Missouri-Kansas City. A past president of AACTE, Eubanks has specialized in research into big-city education problems.

Gary D Fenstermacher is professor of education at the University of Arizona. His specialty areas are philosophy of education, educational policy analysis, and teacher education. He has authored or edited several books, and has written nearly 100 articles or chapters for scholarly publications. Fenstermacher served as dean of the University of Arizona's college of education from 1985 until 1991, and as AACTE president in 1991-92.

Hugh Sockett is director of the Institute for Educational Transformation at George Mason University (Va). He directed the Institute of Continuing Education at the New University of Ulster (Northern Ireland) from 1976-80, when he was appointed professor of education at the University of East Anglia in 1980. He was dean of the school of education from 1982-85, and was then a visiting scholar at the University of Chicago. He has published over 30 articles and books.

Richard Wisniewski is dean and professor of education at the University of Tennessee-Knoxville. He also has served on the faculties of the University of Oklahoma, University of Wisconsin-Milwaukee, University of Washington, and Wayne State University. He is the immediate past president of AACTE. Wisniewski's major interest is the reform and restructuring of teacher education.

Nancy L. Zimpher is professor and dean of the college of education at Ohio State University and executive dean of the Council of Professional College Deans. Relative to her scholarship, Zimpher has studied issues related to teacher education from multiple perspectives and has been a continuing advocate for the development of more authentic relationships between universities and schools.